1-1-1987

Initiating staff/student involvement in improving a junior-senior high school.

Phillip M. Smith
University of Massachusetts Amherst

INITIATING STAFF/STUDENT INVOLVEMENT IN IMPROVING A JUNIOR-SENIOR HIGH SCHOOL

A Dissertation Presented

By

PHILLIP M. SMITH

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

May, 1987

Education

INITIATING STAFF/STUDENT INVOLVEMENT IN IMPROVING A JUNIOR-SENIOR HIGH SCHOOL

A Dissertation Presented

By

PHILLIP M. SMITH

Approved as to style and content by:

Atron A. Gentry, Chairperson

Byrd L. Jones, Member

Randolph W. Bromery, Member

Mario Fantini, Dean
School of Education

DEDICATION

This dissertation is dedicated to the students, staff and administrators of the Roosevelt Junior-Senior High School.

ACKNOWLEDGEMENTS

I am forever grateful and indebted to the following people who made the beginning and the completion of this study possible:

Atron Gentry, for his unobtrusive, quiet encouragement, support, direction and hope.

Byrd Jones, for his knowledge, guidance and assistance and for his ability to sustain interest in the challenge.

Randolph Bromery, for his wisdom, genuine interest and concern, and for lending his support by serving on my dissertation committee.

Ulysses Byas, for having the wisdom and foresight to make the recommendation for the U/MASS Roosevelt Staff Development Program, and for the benefit of his vast experience, encouragement and support.

The Roosevelt Board of Education members for approving the Staff Development Program and for providing the necessary funding and support.

My family members, wife Gloria and son Phil Jr., for listening, reading and being there to support and help keep me on track.

The Roosevelt Junior-Senior High School staff and students who participated, assisted and supported me.

The University of Massachusetts professors Robert Maloy, Jimm DeShields and Mohammad Zaimaran, who served as teachers, advisors and friends while providing valuable suggestions and encouragement.

Lucille Luongo, for her support in listening, reading, making suggestions, editing and being there when needed.

Cynthia McMullen, for her support by serving on my comprehensive examination committee.

The Roosevelt School District staff members, Ruth Rubin, Susan Savitt and Barbara Williams, whose assistance and encouragement greatly contributed to the completion of this study.

The friends who listened, read, made suggestions, edited, typed and helped meet deadlines, particularly Lucile Bogowski, Barbara Boyd and Diane Gary.

Joan Zabawa, for her attention to details and for being there at crucial times.

ABSTRACT

Initiating Staff/Student Involvement
In Improving a Junior-Senior
High School

May 1987

Phillip M. Smith, B.S., West Virginia State College

M.A., City University of New York

Ed.D., University of Massachussetts

Directed by: Dr. Atron A. Gentry

Schools across the country are under pressure to improve teacher performance and student achievement. Although research during the late 1960s and early 1970s emphasized the background characteristics of students rather than schools as determining factors in student achievement, recent research on effective schools has found that all children can achieve.

This study documents an effort to involve as many members of the school community in improvement efforts as possible. The goal was to maximize the learning climate in a public junior-senior high school in order to (a) improve student's academic achievement; (b) make the school a place where teachers can teach and students can learn; and (c)

create a safe, wholesome, and orderly environment.

This case study followed an action research approach based on needs of the school community as determined by ongoing assessment. An asssessment program was developed as the first step to change the attitude and implement improvement programs involving all groups in planning for change and creating and maintaining a more orderly academic environment. The method incorporated more than one data collection instrument including open-ended survey, questionnaire and content analysis data. By using data from the school, from research literature and from specific projects, the usefulness of change efforts could be assessed through a triangular approach.

The step by step changes targeted through survey assessment of the school community, as well as through the results of various achievement tests, were reported. The level and degree of success were detailed in the following areas: (a) school climate, including student orientation assemblies, development of a faculty handbook, lunchrooms, student volunteers, student empowerment and alternative education; (b) curricular, including reading, writing, mathematics and SAT programs; (c) extra-curricular, including national honor society and student council; and (d) enrichment, including a science/technology and college entry program.

Improvement programs developed and implemented with

the involvement of students and staff were described and documented. Whenever possible, academic achievement was measured to determine the effects of school community involvement on changing the learning environment and its effect on achievement.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

FIGURE

C H A P T E R I

INTRODUCTION

Problem Statement

As part of the growing national and local interest in strengthening the quality of education, school districts across the country are under pressure to improve teacher performance and student achievement. During the late 1960s and early 1970s, Coleman et al. (1966) and Jencks et al. (1972) advanced the notion that the background characteristics of students, not schools, were the determining factors in student achievement. Apparently schools were virtually powerless to overcome non-school factors, such as socioeconomic background, home and community environment. Conversely, recent research on effective schools (Edmonds, 1982) found that all children can achieve and that ". . . their education derives primarily from the nature of the school to which they are sent, as contrasted with the nature of the family or neighborhood from which they come . . ." (p. 10).

The body of research on effective schools which has emerged since the 1970s, and continues to emerge, is substantial (Edmonds, 1982; Brookover et al., 1982; Lezotte, 1984; Rutter, Maughan, Mortimore, Ouston & Smith, 1979; Boyer, 1983; Purkey & Smith, 1983; Fennessey & Ralph, 1983; Sweeney, 1982; Glatthorn & Newberg, 1984). The literature

on effective schools centers on the identification of those characteristics present in effective schools. The current research indicates that factors such as leadership, staff relations, communications and school climate affect student achievement.

Effective schools were defined as those which showed a high level of achievement for all students regardless of family background. According to Brookover et al. (1982), the learning climate of effective schools was achieved through interaction of specific characteristics and patterns of attitudes, beliefs, norms, role definition, structure and instructional behaviors associated with high achieving effective schools. Brookover et al. (1982) further stated that the learning climate could be created by the people who control what takes place in the school building. The building principal's primary function was to improve the school's learning climate.

However, productivity is increased when the various groups working within the school, i.e. administrators, teachers, staff and students, understand and support the same goals. Goals are determined by adhering to democratic principles: the good of the majority must be important, with consideration for the needs of all. Everyone must assume responsibility for improvement. School personnel and students should function as a team with all members supporting the same basic objectives. Group participation

yields greater results since delegation of responsibility is possible. The team's success is dependent on communication among its parts. Everyone must understand the plan and the problem and be aware of current progress. Most importantly, everyone on the team must be involved in determining goals and objectives and the formulation of the plan for change.

In planning for change, the principal assumes responsibility for developing goals and for establishing goal consensus among the various groups. In High School Boyer (1983) stated:

> In schools where achievement was high and where there was a clear sense of community, we found, invariably, that the principal made the difference. Like a symphony orchestra, the high school must be more than the sum of its parts. If goals . . . are to be accomplished, strong leadership will be needed to pull together the separate elements in the school and make them work.

Statement of Purpose

This study is part of an ongoing process to improve school climate in the Roosevelt Junior-Senior High School with the long range goal of improving academic achievement. In an article in Instructional Leadership Handbook (NASSP), Lezotte (1984) wrote:

> Frequently, "climate" has been associated with physical attributes of the school environment (light, noise level, temperature). Effective schools research relates climate to productivity (that is, a businesslike atmosphere, commitment to achievement of goals and to student engagement in

> academic tasks). Because of this specialized focus, researchers use the term "school learning climate" rather than school climate. In this context, school learning climate is defined as the norms, beliefs and attitudes reflected in the school's institutional patterns and behavior practices that enhance or impede student achievement (p. 53).

The first part of this study details attempts to improve learning climate prior to involving the entire school community in setting goals and objectives for the school. This process includes the re-organization of school personnel and establishing clear channels of communication between staff, supervisors and administrators, and student empowerment in a suburban/urban secondary school.

Although the administrative team believes that criteria for effective change, such as more efficient use of supervisory personnel and clearer lines of communication, can be met, the plan has not yielded the desired change. The problem is identified as one of values. According to Sarason (1982), values are related to actions and outcomes. ". . . if you hold one set of values, you . . . proceed in one way . . . . if you hold another set of values, you proceed in another way." There are ". . . differing conceptions of how things should be and of how one gets from what is to what should be" (p.90).

Entire school teams should be involved in formulating plans for change if improvements are to be made. Needs and values cannot be assumed; they have to be understood.

Furthermore, commitment to change cannot be achieved without intrinsic motivation and readiness for change. Readiness for change is the degree to which those people affected by change support, ignore or resist change.

This study includes the design and administration of information gathering instruments and an analysis of the results, formulation of plans for change and evaluation of progress in academic achievement and school community perceptions.

The step by step changes targeted through written survey assessment of the school community will be evaluated by students, staff and teachers, as well as through various achievement tests. The evaluation instruments will address the success, or lack of success, in the specific area of school climate. Improvement programs developed with the involvement of students and staff will be described and documented. When possible, academic achievement will be measured to determine the effects of the school community's involvement in changing the learning environment and the effect of the learning environment on achievement.

Background

The Roosevelt Public Schools serve approximately 3,000 students. Its schools consist of a pre-kindergarten, four elementary schools and a combination Junior-Senior High

School with an approximate enrollment of 1,400 in grades 7-12.

The Roosevelt School District underwent radical changes between 1969 and 1979. Prior to this period, Roosevelt Junior-Senior High School was a typical suburban school. Students were passive, teachers and administrators were respected, and the staff felt they were in control of the school environment.

The school population in 1969 was 80 percent White and 20 percent Black. As a result of the Princeton Plan, "White flight" from Roosevelt began and escalated rapidly. In a four year period, the ethnic ratio of the population reversed itself.

During the same ten year period, the district hired and discharged five superintendents and six junior-senior high school principals. There was neither continuity in administrative leadership nor financial stability. The faculty expressed dissatisfaction with issues such as salary levels, teaching conditions, and lack of instructional materials. There was a teacher strike, staff program cutbacks, an increase in class size, a deterioration of the school plant, and a continual turnover of faculty. Students were demanding more Black teachers, Black history courses, and a Black student union. There was growing hostility toward the predominantly White faculty among various student factions. Incidents of violence among students increased.

A number of teachers were assaulted. The school climate had altered radically.

Many agreed that a change in the school climate was needed and all involved would benefit. There were frequent communications between the principal and the various groups in the form of meetings, conferences and bulletins. Many attempts were made to provide the school community with whatever resources were available to meet their needs while developing a consensus regarding the initial goal.

The action plan for Year 1 included: (a) an open door policy to demonstrate the principal's desire for suggestions, discussions and communication with the school community; (b) student orientation assemblies to communicate goals, rules, academic standards and behavior codes; (c) staff meetings with members of each bargaining unit; and (d) a series of letters to parents regarding policies, procedures, student progress, and school events.

The first year plan produced considerably less than the desired level of success. What became clear, however, was that the administrative structure made the management of the school very difficult. There were not enough full-time administrators to monitor effectively the school plant, to evaluate teacher performance, to provide teacher training, or to delegate responsibility for administrative tasks.

In Year 2 the school opened with a new table of organization which included an additional assistant

principal, a consolidation of the dean's office from a dean of girls and a dean of boys to one dean of students, and seven full-time administrative supervisors which was the result of up-grading five department chairpersons and two directors.

The new structure did, in fact, make the school more manageable, but it was not the solution to all the problems. During the summer prior to Year 3, the principal and both assistant principals attended an intensive training program in clinical supervision and evaluation. The table of organization was also refined.

During Year 3, there was noticeable improvement in communication, evaluation and order in the school plant. The difficulty was sustaining the actual commitment to improving the school's climate by the various groups comprising the school community. Intrinsic motivation, the critical success factor, was lacking. Successful change strategies could not be implemented without it. The two components necessary for intrinsic motivation were identified as (a) change in people, and (b) readiness for change. The school community had to be involved in the development of the improvement program, not only its implementation.

Assumptions

This researcher undertook the principalship in 1979 after serving as an assistant principal with an intimate knowledge of its population. The foundation for a good working relationship with the staff and the respect of many students had been established.

A philosophy was adopted that in order to effect change the staff had to be working for the same goal using a team approach. The initial goal established at the time the principalship of Roosevelt Junior-Senior High School was undertaken was to make the school a place where teachers could teach and students could learn; to create a safe, wholesome and orderly environment. The assumption was that this goal would be perceived as being for the common good of students, instructional personnel, administrators, support services, staff and parents. Much time and energy was spent with each group in an attempt to demonstrate concern for their welfare, solicit their input and support and describe in detail tasks they were expected to perform in order for improvement to occur.

Significance

The climate of a school is a composite of all the people who make up the community. In order to change the

climate, members of the school community must want it to change. Their input to and participation in the formulation and execution of the plan for change is necessary to the process.

This study follows an action research approach based on the needs of the community as determined by ongoing assessment. Although these programs cannot be directly imposed on other schools and staffs, others can find within it suggestions and recommendations to improve climate and ultimatly improve academic achievement.

Technique

This case study will use survey, response and evaluation instruments to involve all school groups, i.e. administrators, teachers, staff and students in planning for change. The survey will assess the strengths, weaknesses and areas of desired change. Responses will be categorized and areas with the most promise for change identified. Plans will be structured to address these specific areas.

The ongoing process of collecting and evaluating data will raise the following questions and/or statements to the respondents:

1. What do you view as areas we should improve?
2. How can that be accomplished?
3. This is what you told us.

4. These are the steps we took.
5. This is your academic progress.
6. What is your assessment now?
7. This is your assessment.
8. Where do we go from here?

Results will be documented and outcomes reported. All responses, plans and outcomes will be communicated to the school community. The instrument will be designed so that it can be adapted and modified for use in other settings.

REFERENCES

Boyer, E. L. (1983). High School: A report on secondary education in America. (The Carnegie Foundation for the Advancement of Teaching). New York: Harper & Row.

Brookover, W. B. et al. (1982). Creating effective schools. Holmes Beach, FL: Learning Publications.

Coleman, J. S. (1966). Equality of educational opportunity Washington DC: Government Printing Office.

Edmonds, R. (1982). Programs for school improvement: An overview. Educational Leadership, 40(3), 4-11.

Fennessey, J. & Ralph, J. H. (1983). Science or reform: Some questions about the effective school model. Phi Delta Kappan, 64(10), 689-694.

Glatthorn, A. & Newberg, N. (1984). A team approach to instructional leadership. Educational Leadership, 41(5), 60-63.

Jencks, C. (1972). Inequality: An assessment of the effect of family and schooling in America. New York: Basic Books.

Lezotte, L. W. (1984). School learning climate. Reston, VA: Instructional Leadership Handbook.

Purkey, S. C. & Smith, M. S. (1983). Effective schools: A review. The Elementary School Journal, 83(4), 427-452.

Rutter, M., Maughan, B., Mortimore, P., Ouston, J., & Smith, A. (1979) Fifteen thousand hours. Cambridge: Harvard University Press.

Sarason, S. B. (1982). The culture of school and the problem of change (2nd ed.). Boston: Allyn & Bacon.

Sweeney, J. (1982). Research synthesis on effective school leadership, Educational Leadership, 39(5), 346-352.

C H A P T E R II

REVIEW OF LITERATURE

Studies during the 1950s and 1960s examined relationships between school inputs such as, number of library books, leader experience, preparation of school staff, availability of instructional materials, dollars expended for instruction and administration, and socioeconomic levels of students and school outputs such as grades, number of college entrants, drop-out rate, SAT scores and other achievement test scores.

In his 1966 study, Coleman found that with the exception of socioeconomic status which showed a high correlation with pupil performance, there were no significant relationships between the inputs and outcomes examined. According to Coleman, school factors affect only a small part of variation in achievement. Furthermore, he concluded that more variation is associated with the individual's background than with any other measure.

Coleman's findings have been most commonly interpreted in three ways:

1. A school's resources do not affect student achievement.

2. More resources in schools with a poor population will probably not affect achievment since socioeconomic status is the differential characteristic.

3. Except for socioeconomic status, what was studied did not seem to make much difference, so other factors needed to be examined.

The conclusion that student achievement was largely determined by background characteristics outside the control of the school was unacceptable to many educators. The result, during the 1970s, was a change in focus to the identification and analysis of effective schools.

Weber (1971) noted that academic levels in successful inner-city schools were almost the same as those of schools in average income areas, but lower than those schools in high income communitities regardless of race or ethnicity. In addition, all White schools showed a direct relationship between achievement and income levels. Because achievement did not always correlate with non-school factors, Weber asserted that these factors were not overwhelming determinants of achievement.

Studies on effective schools (Edmonds, 1982; Brookover et al., 1982; Rutter et al., 1979; Squires, 1980; Goodlad, 1983) indicate that factors such as gender, socioeconomic status or race do not necessarily have to control success in school. Furthermore, these studies indicate that the school's reaction to family background is of equal or greater importance that the background itself.

Rutter et al. (1979) showed that school outcomes are the result of both intake patterns and school processes and

characteristics. In Fifteen Thousand Hours, Rutter et al. examined the internal life of the English secondary school, atmosphere, climate, values and habits.

Rutter (1979) calls the internal life the ethos of a school. His observation and analysis of this internal life or ethos proved to have a great bearing on student achievement regardless of non-school factors. Squires, Huitt and Segars (1981) concurred that schools can be effective by demonstrating high student achievement, good student behavior and high attendance irrespective of the socioeconomic level of the students.

In his investigation of the relationship between family background and school effectiveness, Edmonds (1982) compared the achievement levels of 2,500 poor and minority students in 20 inner-city schools in Detroit. Edmonds concluded that ". . . family background neither causes nor precludes instructional effectiveness. All children are imminently educable, and the behavior of the school is critical in determining the quality of that education" (pp. 10-11).

As a result of the increasing body of literature on the school's effect on the educational process, several new views regarding this process have emerged over the past several years. They are: (a) the school has a definite effect on student achievement; (b) the people who teach in and manage the school are very much in control of change,

improvement and climate (Sewall, 1983); (c) student outcomes can be affected by wholesome educational climates; and (d) three areas appear important in creating a positive learning climate--academic emphasis, an orderly environment and expectations for success (Squires, 1980).

Effective schools share specific characteristics (Edmonds, 1979, p. 26):

1. Strong administrative leadership.
2. High expectations for students.
3. An orderly atmosphere.
4. Emphasis on the acquisition of basic skills.
5. Frequent monitoring of progress.

Rutter et al. (1979) confirmed Edmond's findings when his study also showed a consistent relationship between student achievement and the characteristics of schools as social institutions (ethos).

Central to school effectiveness is an atmosphere in which teachers can teach and students can learn, an orderly environment created by a standard of discipline which is supported by administrators, teachers and students. Consistent patterns build consensus (Squires, 1980).

A substantial body of research has cited the principal as the key in bringing about more effective schools. According to Kelly (1980), "The principal, more than any other individual, is responsible for a school's climate" (p. 33). Fox (1983) further argued that, ". . .

the school administrator is first and foremost a climate leader whose key function is improvement of the school's climate or learning environment" (p. 23).

Students tend to imitate adult models. (Rutter et al., 1979). Principals provide appropriate behavior models which support a positive school climate (Squires, 1980). Members of the school community take behavioral cues from the principal. The principal sets the tone. Student achievement relates to school climate which relates to leadership (Squires, 1980).

Developing consensus about academic focus and expectations for behavior is a leadership process in effective schools. The principal must also use feedback to generate a positive climate, to set goals, and to guide consensus development (Squires, 1980). As the experiences of Roosevelt Junior-Senior High School in the 1980s indicated, those goals were not easily achieved.

Boyer (1983) stated, "In schools where achievement was high and where there was a a clear sense of community . . . invariably the principal made the difference" (p. 219). Strong leadership is necessary to get the various segments of the school community to work together toward common goals. The staff must be committed to a school wide program. Goodlad (1983) suggested that innovations in schools are more likely when teachers and administrators look for solutions to their own problems. The principal

must ascertain from the school community what their needs are and find ways to provide for such needs (Curran, 1983).

Leadership for climate improvement requires that the principal take steps to address the needs, desires and expectations expressed by the school community (Kelly, 1980). Through an intimate involvement with the school's norms, expectations and behaviors, a principal can influence the direction of the school. One indicator of an effective school is a belief that students can learn and that the job can be done. The intrinsic motivation, belief that the job can be done and the desire to do it, begins with the principal. The principal is the team leader and must form and lead the school team with existing personnel, plant, budgetary guidelines and limitations. Members of the school community take behavioral cues from the principal. The principal sets the tone.

The nature of the secondary school makes a team approach to leadership the most feasible. Functions are assigned by capabilities and responsibility is shared rather than centralized with the principal. According to Glatthorn and Newberg (1984), "An organization is best served by leaders who empower others" (p. 61). Change attempts are more successful when teachers and administrators work together.

The team approach requires strong leadership to be successful. The principal must build the group, make them

comfortable, communicate objectives clearly, ask for and use their input, and motivate them to work together to reach the objectives.

Leaders cannot rely only on position power. They must gain people power. To do this, they must show concern for their staff and value their contributions. A good leader recognizes the increase in productivity when there is a climate which fosters a cooperative endeavor (Macoby, 1981). The general strategy promotes collaborative planning. The staff must understand how their activities directly contribute to the goal. The goal must be recognized as an important issue or an opportunity for movement.

Group planning, decision making and strategy are common in effective schools. Developing a consensus about academic focus and expectations for behavior is a leadership process in effective schools. The group identifies problems, agrees to find resolutions for those problems and further agrees on the ways to solve them. "Effective schools follow good group process procedures" (Evans, 1983, p. 74).

The staff must feel that their activities contribute to attaining the objective. They are more inclined to support a plan they understand and agree with. Huling, Richardson and Hord (1983) stated that: "People who will be most affected by change and innovation must participate with

full parity in all the decisions that will affect their transformation" (p. 84).

The principal should begin with problems that are important to the staff. This makes the staff more likely to cooperate in solving the problems on which the principal wants to focus. The principal should choose an area with the greatest promise for immediate change since success reinforces staff efforts (Havelock, 1980). Staff members who feel uncommitted to a program can do much to minimize its effectiveness (Jones, 1980).

The two groups most able to determine the school's climate are administrators and staff through ". . . consensus, consistency and values" (Rutter et al., 1979, p. 132). The managers of a school create the climate. Improvement is ". . . enlightened by the degree to which those associated with each school are trying to improve it" (Goodlad, 1983, p. 19).

There is a direct relationship between the atmosphere or climate of a school and the degree to which the school functions as a whole. Consistency throughout the school is built on rules and procedures agreed to and supported by the staff (Rutter et al., 1979, p. 192). Those areas that contribute to effectiveness are controlled by the people who structure, direct and govern the school.

How students perceive the agreement of the faculty and administrative team reinforces an orderly environment

(Squires, 1980). The school should be organized so that teachers can maximize student involvement. Giving students responsible positions and recognizing their contributions to the school's success promotes an orderly environment.

Three leadership processes build and maintain school norms: modeling, feedback and consensus building (Rutter et al., 1979, p. 194). Principals and teachers can create a positive climate by modeling appropriate behavior and giving students feedback on their academic achievements and behavior. This builds consensus about school goals and standards for achievement and discipline (Squires, 1980, p. 110). Feelings of uncertainty decrease when students perceive a sense of adult control. Positive school climate and unified leadership lead to student involvement and success.

Commitment to any program or purpose, and its leadership, should be based on the needs of the students and staff. A school cannot have a positive climate if these needs are not met (Fox, 1973, p. 9). Basic needs are: physiological, safety, acceptance and friendship, achievement and recognition, and maximizing potential (p. 11).

A condition of positive school climate is an orderly environment. Teachers and students want a sense of order and direction. They respond to these conditions with increased work motivation and commitment (Sergiovanni,

1984). Good high schools provide safe and regulated environments for building student-teacher relationships (Lightfoot, 1983). Rules and behavioral codes are the most explicit and visible symbols of order. But feelings of security are also the result of authority defined by relationships through coordination and interaction among students, staff and administrators. Consensus is only possible if people interact with one another.

Furthermore, the group's values as well as their needs, must be recognized in order to have their support for any program (Rutter et al., 1979, p. 192). Sarason (1982) stated that values are related to actions and outcomes. Though the group may agree on a goal, its members can have divergent opinions about how to attain it (p. 90). Therefore, students must also be in agreement with the established norms. In effective schools, students feel that their actions have some effect (Squires, 1980, p. 77).

What constitutes a positive climate depends on what is valuable to the subgroups which make up the school population. These major audiences, i.e. students, staff, administrators, must be satisfied in terms of satisfaction and productivity (Kelly, 1981).

Every school has its own culture, therefore, special attention must be paid to people's attitudes toward the school, their interaction with one another and with their environment. Every segment of the group must understand how

he or she fits into the scheme of things.

Satisfaction of the principal, staff and students is a good indication of its quality. Change is not the result of dramatic innovation. It comes about piece by piece. It is evolution not revolution. Developing a plan for change does not bring about change. The essential element is not change in things but change in people. Change in people requires intrinsic motivation and readiness for change.

All segments of the school community must be involved in identifying needs. Policies and procedures should be developed by the entire school family. Actions become richer and more satisfying when they are linked with values, themes and movements which are important to the school community (Elmore, 1978).

All constituencies must understand the plan for change and recognize it as the expression of their needs and desires for their environment (Kelly, 1980). Change will come over time as people begin to think and to behave differently (Purkey & Marshall, 1983).

The Phi Delta Kappa study of exceptional urban elementary schools Why Do Some Urban Schools Succeed? (1980) made several interesting points useful for high schools. They were:

> Successful schools and programs typically provided their staffs with opportunities for inservice training and development. Additionally, the training was most likely to be successful when it was targeted toward specific school or program goals

(p. 205);

and, regarding strategies which focus on behavioral change,

> The problem with the current federal strategy is that it is based on an assumption that simply is not true, i.e., that legislating conditions associated with successful schools and programs is sufficient to create them. This strategy neglects the need for local schools to deal creatively and sensitively with their unique problems; it neglects the essential element of school change, which is change in people, not change in things (p. 202).

If change is to be more than cosmetic, it must involve changing behavioral regularities in some way (Sarason, 1982). The process of change involves redesigning structures, i.e. program elements, as a result of changing activities over time (B. L. Jones, personal communication, February, 1987). When staff and students are provided opportunities to be involved in activities and/or programs of improvement with the majority of experiences being positive, feelings are changed. The success that is enjoyed has a definite impact on attitudes. As a result, beliefs, expectations and behavior are changed. It is under these conditions that the greatest potential for change is evident.

REFERENCES

Boyer, E. L. (1983). High school: A report on secondary education in America (The Carnegie Foundation for the Advancement of Teaching). New York: Harper & Row.

Brookover, W. B. et al. (1982). Creating effective schools. Holmes Beach, FL: Learning Publications.

Coleman, J. S. (1966). Equality of educational opportunity. Washington, DC: U. S. Government Printing Office.

Curran, T. J. (1983). Characteristics of the effective school: A starting point for self evaluation. NASSP Bulletin, 67(465), 71-73.

Edmonds, R. (1979). Effective Schools for the Urban Poor. Educational Leadership, 37,(1), 15-27.

Edmonds, R. (1982). Programs of School Improvement: An Overview, Educational Leadership, 40(3), 4-12.

Elmore, R. F. (1978). Making change happen. New York: Teachers College Press.

Evans, R. W. (1983). One States Approach: Ohio's Effective School Program, NASSP Bulletin, 67(465), 74-75.

Fox, R. S. (1983). School Climate Improvement: A Challenge to the Administrator [A CFK Ltd. Occasional Paper]. Phi Delta Kappan.

Glatthorn, A. A. & Newberg, N. A. (1984). A team approach to instructional leadership. Philadelphia: University of Pennsylvania, Graduate School of Education.

Goodlad, J. I. (1983). A place called school. New York: McGraw-Hill.

Havelock, R. G. (1980). A guide in education. Ann Arbor: University of Michigan, Ann Arbor Institute of Social Research.

Huling, L. L., Richardson, J. A., & Hord, S. M. (1983). Three projects show how university/school partnerships can improve effeciveness, NASSP Bulletin, 67(465), 83-87.

Jones, V. (1980). An administrator's guide to developing and evaluating a building descriptive program. Ann Arbor: University of Michigan.

Kelly, E. A. (1980). Improving school climate: Leadership techniques [Special monograph]. NASSP Bulletin.

Kelly, E. A. (1981). Auditing school climate. Educational Leadership, 39(3), 180-183.

Lightfoot, S. L. (1983). The good high school: Portraits of character and culture. New York: Basic Books.

Macoby, M. (1981). The leader. New York: Simon & Schuster.

Phi Delta Kappa. (1980). Why do some urban schools succeed? The Phi Delta Kappa study of exceptional urban elementary schools. Bloomington, IN: Phi Delta Kappa.

Purkey, S. C., & Smith, M. S. (1983). Effective schools: A review. The Elementary School Journal, 83(4), 427-452.

Sarason, S. B. (1982). The culture of the school and the problem of change. Boston: Allyn & Bacon.

Sergiovanni, T. J. (1984). Leadership and excellence in schooling, Educational Leadership, 41(5), 4-13.

Sewall, G. T. (1983). Necessary lessons: Decline and renewal in American schools. New York: Free Press.

Squires, D. A. (1980). Characteristics of effective schools: The importance of school processes. Philadelphia: Research for Better Schools.

Squires, D. A., Huitt, W. G., & Segars, J. K. (1981). Improving classrooms and schools: What's important. Educational Leadership, 39(3), 174-179.

Weber, G. (1971). Inner city children can be taught to read: Four successful schools. Washington, DC: Council for Basic Education.

C H A P T E R I I I

METHODOLOGY

Initial Planning and Orientation

One of the initial objectives for improvement in the Roosevelt Junior-Senior High School was the broadening of communication channels with staff, students and parents. An open-door policy with regard to the principal's office was established in an attempt to give all the people in the school environment a feeling that they could ask questions, voice their opinions, and make suggestions for improvement.

During the first month of the 1979-198Ø school year, the principal conducted orientation assemblies for each grade level. Next, meetings were held with the staff members of each bargaining unit. Clearly emphasized was the need for their help to improve student behavior, and student attendance both to school and class. The desire for maintaining a clean, safe, orderly and wholesome educational environment was also indicated to the staff at this time.

The existing administrative structure made management of the high school very difficult. The goal was to create an atmosphere where teachers could teach and students could learn. In order to reach this goal the priority was providing an orderly environment. Many students and staff members agreed with the objectives and gave verbal commitments to be supportive. However, the

struggle through the first year yielded little success.

The existing administrative structure needed revision and reassessment of roles as well as a clear definition of responsibility. A concise table of organization for administrative and supervisory personnel was crucial. The organizational table sought to define the responsibilities for those monitoring (a) instructional programs, (b) student achievement, (c) staff performance, and (d) plant maintenance. This table of organization needed to be explained and understood by all members of the school community.

During the summer prior to Year 2, and after much discussion with the Superintendent, administrative team, and other key personnel, plans were made to reorganize the administrative structure of the high school. The first step was to assess all areas pertaining to student and staff supervision and plant maintenance.

The existing administrative structure included: (a) a building principal; (b) one assistant principal; (c) two deans, one for boys and one for girls; (d) five department chairpersons for English, Social Studies, Math, Science, each of whom taught two periods a day, and Guidance; and (e) two directors--one for Health and Physical Education, and one for Music.

The needs assessment data indicated that the critical need areas were: (a) attendance; (b) personnel

coverage for non-instructional areas, i.e. corridors, bathrooms, cafeteria; (c) a central area for disciplinary action; (d) coordination of ancillary services such as psychologist, social workers, and the committee on the handicapped; (e) coordination of master, curriculum and career guidance scheduling; (f) evaluation of staff, instructional programs and student achievement; (g) overall accountability by direct responsibility; and (h) providing responsibility for instructional areas that were without supervision.

Reorganization for Supervision and Evaluation

Several options were available, for example, the hiring of additional chairpersons and administrators. All options were discussed and evaluated in terms of cost effectiveness, size of school plant and school population. After further discussions with the Superintendent, the following course of action was decided on:

1. The dean of girls would be promoted to assistant principal.

2. The dean of boys would become dean of students.

3. The five department chairpersons and two directors would be promoted to the newly created positions of administrative supervisors.

These steps had an immediate impact on the

evaluation process since the upgrading gave the administrators both responsibility for and authority to conduct ongoing evaluations. Administrative supervisors were relieved of all classroom teaching assignments and reclassified as full-time instructional supervisors. The additional supervisory hours gained were to be spent in supervision of instructional and non-instructional areas, evaluation of staff and curriculum development.

The creation of an additional assistant principal position provided direct line responsibility for attendance and support services. The other assistant principal was to concentrate on instructional scheduling, curricular planning, and career guidance. The dean of students centralized the disciplinary actions, procedures and follow-up. The administrative supervisors assumed direct responsibility for several academic departments. The new organizational structure and a larger administrative team had immediate positive effects as the school became more manageable.

With a clear table of organization (see Figure 1), channels of communication open and staff and student evaluation systems operating, it seemed that the first steps had proven successful. However, getting the whole school community to "buy in" to the commitment and providing a wholesome, orderly, academic environment where student achievement levels would be raised, continued to be

difficult.

ROOSEVELT JUNIOR-SENIOR HIGH SCHOOL
ORGANIZATIONAL CHART

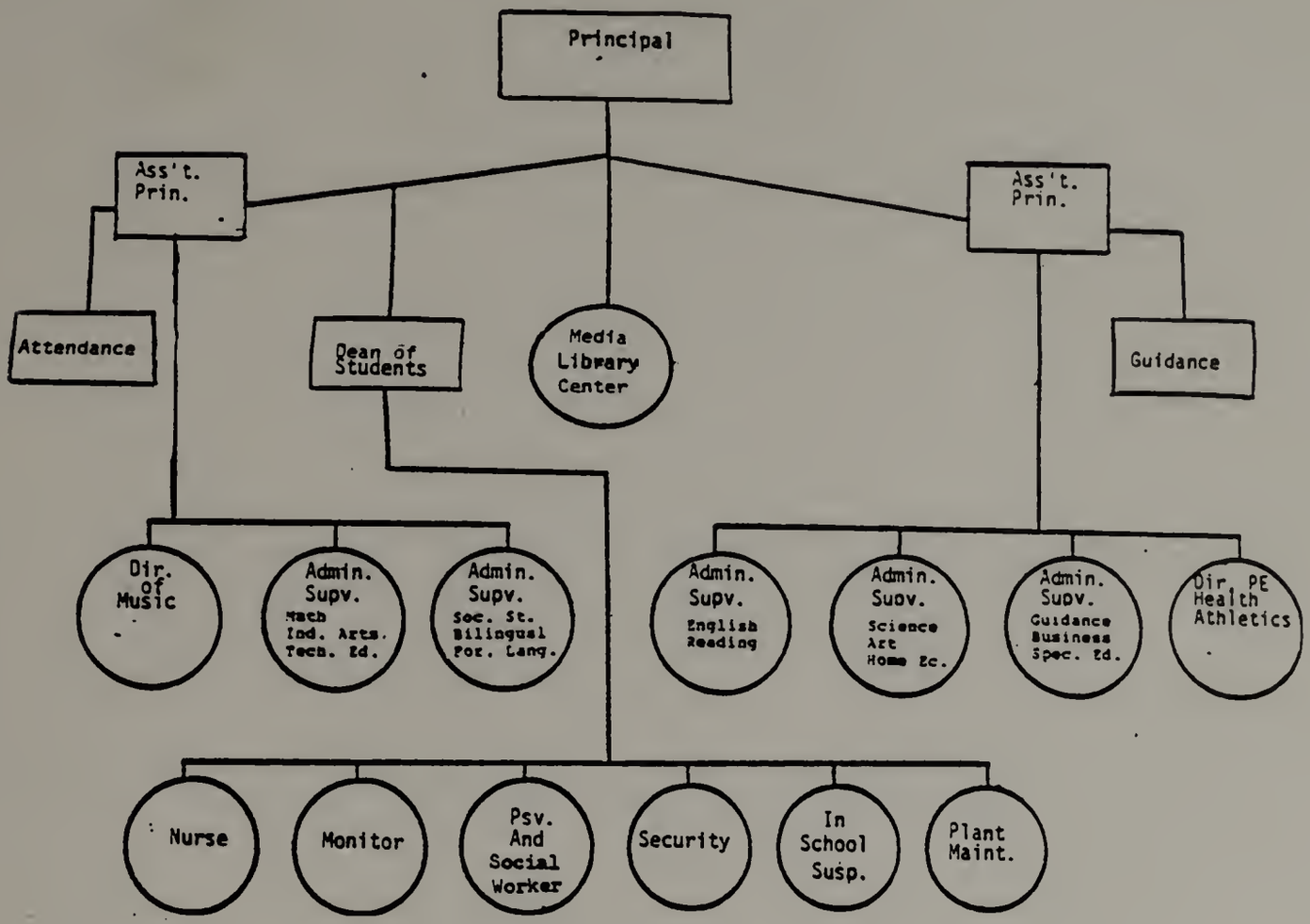

Figure 1. School Year 1980-1981

Research and Its Implications for School Improvement

In September of 1982, the Roosevelt School District entered into a partnership with the University of Massachusetts to collaborate in a staff development program designed so participants could receive credit toward an advanced degree while working to improve conditions in their school districts. The course work focused on the

development of models, methods and techniques to assess strengths and needs. The focus of the course research and literature was on "effective schools" as they relate to (a) principals as effective leaders, (b) principals' roles in school climate, and (c)change strategies for urban schools.

Most of the research improvement programs presented in the available literature about effective schools were conducted on the elementary school level. Therefore, an ERIC search was conducted. The project undertaken involved students and staff in the implementation of improvement programs to create a wholesome and orderly academic environment in the Roosevelt Junior-Senior High School. The following descriptors were used: (a) improvement programs, (b) student involvement, and (c) junior-senior high school environment. These descriptors were cross referenced into the computer to identify available literature and research about secondary school improvement programs.

Much of the literature seemed to presuppose inner-city schools as predominantly black, bad and poor, and the suburban schools as predominantly white, good and rich. Although some evidence might have supported this generalization, it seemed apparent that socio-economic factors had the strongest influence in determining the quality of schools. It did not matter whether a school was urban, suburban or rural. When enough money was available to provide for quality leadership, teaching, resources and

inservice, the teaching/learning experience was greatly enhanced. Special projects for improvment were also enhanced.

Initially, concerns centered around motivation and attitudes as they related to staff performance and student achievement. It was difficult to communicate to staff and students, that cooperation of the entire school community was required for a wholesome and orderly academic environment to be achieved. Rather than having programs and procedures mandated by the principal (extrinsic motivation), the building of positive attitudes and self-motivation (intrinsic motivation), was sought by encouraging staff members to "buy in."

Brookover and his colleagues (1982) at Michigan State University probably have made the strongest contribution to empirical literature. Brookover's study differed from others in that (a) much of the data has been published, and (b) the primary emphasis was on school climate (Fennessey & Ralph, 1983).

According to Purkey and Smith (1983) the best known summarizations were provided by Ron Edmonds (1979). Edmonds lists five ingredients of an effective school: (a) strong administrative leadership, (b) high expectations for student achievement, (c) an orderly atmosphere conducive to learning, (d) emphasis on basic skills acquisition, and (e) frequent monitoring of pupil progress.

Edmond's list was useful in the development of the following list of needs pertinent to staff performance and student achievement in the Roosevelt Junior-Senior High School:

1. Personnel recruitment and selection.
2. Evaluation and supervision.
3. Clearly defined organizational table.
4. Needs assessments to determine common goals.
5. A strong code of behavior regarding attendance to school and class and discipline.
6. Involvement of parents and support personnel in student achievement.
7. Realistic high expectations for students achievement.
8. Accentuating positives through awards, recognition programs and assemblies.
9. A clean, orderly and safe academic environment.
10. Pre and post test analysis using informal inventories.
11. Every instructor teaching basic skills in reading, writing, math and other content area subjects.
12. Developing courses on homework and study skills.
13. Overall orchestration and monitoring by the principal.

Setting

The Roosevelt Junior-Senior High School is located approximately 30 miles from the urban, "inner-city" New York School System. Although Roosevelt is located in suburbia, it may be considered an "urban fringe school" with many characteristics of the inner-city schools. Students' apathy, attitudes, values, motivation and basic skills aquisition are prevailing concerns. Many of the students have expressed their concern for the need for an orderly school environment.

The school has a student population of approximately 1,400 students in grades 7 through 12. The ethnic distribution is 96.98 percent Black; .01 percent Asian; 3 percent Hispanic; and .01 percent White. In order to insure an unbiased survey, the population studied was selected for the total school enrollment in grades 7 through 12.

Research Instruments

The development of an assessment program was the first step taken to (a) change the attitude of the school community, and (b) implement improvement programs involving students and staff in creating and maintaining a more orderly and wholesome academic environment. For the sake of integration and probing into various dimensions of the

problem, the method of triangulation has been used in this study. This method incorporates more than one data collection instrument including (a) open-ended survey, (b) questionnaires, and (c) content analysis.

Method of Collecting Data

The following steps were followed in the collection of data:

1. Collection of data from the school community, i.e. students, staff, teachers and administrators from open-ended survey.
2. Categorization of responses.
3. Development of a questionnaire based on issues raised in open-ended survey to weight areas for desired change.
4. Administration of instrument.
5. Analysis of responses by entire student body, by grade level and by number of responses.
6. Assignment of point value for each response through weighting values to determine mean response by grade level and total school population.
7. Analysis of responses.
8. Development of change plan based on responses.
9. Presentation and implementation of plan.
10. Communication of progress to school community.

Data Collection

Survey

On October 8, 1982 all students responded to an initial open-ended survey (see Appendix A) which elicited their impressions of the strengths and weaknesses in the school As a writing assignment in their English classes, students wrote brief statements describing five aspects of the school they enjoyed and five areas they thought needed to be improved. Most students wrote candid, honest responses and many indicated a desire to be involved in school improvement efforts.

A working group of teachers from Roosevelt and other school systems in Massachusetts read more than 1,000 responses and grouped the statements into areas and categories. A summary of significant issues of concern and area of strengths was reported to students.

Summary of Survey Results

The results of the open-ended survey revealed the issues of concern as:

1. Bathrooms;
2. Lunchrooms;

3. Over crowded hallways;

4. Intimidation from students, theft of clothing and shoes, and a lack of respect toward teachers and school by some students.

The areas perceived as positive were:

1. Some classes;

2. Many teachers;

3. The music program--band and chorus;

4. The athletic program--football, basketball, soccer, and tennis;

5. The orientation assemblies;

6. Special entertainment assemblies;

7. Extracurricular clubs;

8. Coronation of the homecoming queen;

9. Homecoming parades; and

10. Dances.

Improvement Strategies

After sharing the results of the survey and having discussions with students and staff, the following strategies for improvment were developed:

1. Proper conduct and neatness in the lunchroom, i.e. picking up and depositing trash in the disposal unit;

2. Passing through halls between periods in an orderly fashion, not stopping to talk to others and moving to the

right in whatever direction one is traveling;

3. Getting passes to go to bathrooms;
4. Not vandalizing bathrooms;
5. Not smoking in bathrooms;
6. Keeping bathrooms clean; and
7. Not gathering to fight in bathrooms.

Questionnaire

The working group developed a questionnaire (see Appendix B) of 41 items based on issues raised in the open-ended survey. For instance, many students gave positive responses about their teachers and courses. The questionnaire identified several aspects of the instructional program such as (a) preparation, (b) presentation, (c) follow-up, and (d) informal interaction. Students then identified the importance of those aspects. The district's printing office staff prepared 1,600 copies of the questionnaire which was administered at the end of November, 1982 in each homeroom.

At that time, the General Organization Service Squad (GO), a group of approximately 75 students, volunteered to collate, administer, tally, analyze, calculate and graph the results of this questionnaire. The GO advisor along with administrators, teachers and teacher assistants, also volunteered their available time.

Packets of questionnaires for each homeroom were distributed to the homerooms by GO members. Using the public address system, the principal spoke to the student body briefly assuring them that anonymity and confidentiality would be preserved. The necessity for honest responses was emphasized if efforts were to be focused on the areas of greatest promise for change. Also using the address system, the assistant principal read directions for the completion of the questionnaire and read each of the questionnaire items. This was done to provide a uniform atmosphere and tone for the school while students responded.

When the response session was completed the packets were collected by GO members and taken to a central location where the process of tabulation was completed by GO members under the direction of the GO advisor. The tabulated results for each grade level were then graphed and analyzed by an administrator.

Each of the four possible responses was weighted from 1 (not important) to 4 (very important). The results were tallied by grade level and the number of like responses were multiplied by the weighted value given that response. For example, in a given homeroom class in the 7th grade, responses to item one were:

Not important	3
Somewhat important	8

Important	8
Very important	5

The number of responses was multiplied by the weighting points given each response to provide a total point value for each questionnaire item. The total point values for each item were added by grade level and divided by the number of students responding to that item to determine the mean response for that item in each grade and for the total school population. The number of students responding differed from item to item on the questionnaire because a few students elected not to respond to particular items. The mean responses for each item by grade were tallied (see Appendix C).

Summary of Questionnaire Results

Some items were deemed very important by the majority of students responding to the questionnaire. Those 20 items are listed in descending order by mean score, with 4 as the highest possible mean score (see Table 1).

Table 1

Data Analysis Total School Population

Item No.	Statement	Mean Score
37	Building kept clean	3.59
41	School pride	3.59
3	Direct penalties for students taking property, vandalism, harrassment and intimidation	3.57
36	Room temperature	3.52
27	Preparation for standardized tests such as PSAT, SAT, IOWA	3.5Ø
21	Teacher help with problems--homework, missed classes	3.38
24	Advice from counselors on advanced educational opportunities	3.35
31	Principal as responsible for maintaining rules and order	3.35
22	Advice from counselors on classes and choices	3.34
23	Advice from counselors on careers	3.33
29	Access to special equipment--typewriters, computers, advanced course in electronics	3.29
4Ø	Academic work as preparation for what "I can become"	3.28

12	Assemblies that build pride in school	3.25
20	More interesting class presentations	3.25
4	Recognition of academic achievemnts	3.23
7	Regular supply of paper in bathroom	3.22
30	Principal as listener	3.21
35	Transportation, bussing	3.18
19	Teachers prepared in their subject area, well organized teachers	3.15
17	More social events such as dances, talent show	3.13

It was interesting to note from the data analysis, students were concerned about many things that the principal also deemed important, especially those related to the primary goal of maintaining a clean, safe and orderly academic environment. Prior to administering the questionnaire the principal was spending many hours at meetings, assemblies and using the public address system to emphasize the necessity for the building to be kept clean, the need for more school pride and the need for vandalism, intimidation, harassment, and fighting to stop. It was encouraging to see that the overwhelming majority of the student population considered items 37, 41, and 3 as very important to them. These items had a mean score of 3.59, 3.59 and 3.57 respectively.

Dissemination of Data

The analyzed data and the results were discussed with the students during assemblies. The results were also distributed to all staff members and discussed at a faculty meeting. Continued efforts were made to sustain student and staff interest and their willingness to cooperate. For example, as many staff members and students as possible were involved in discussions, special assemblies and meetings.

The responses to the questionnaires and their analysis were vital. It was necessary to keep the staff informed of student concerns. Cooperation and support of the staff were strongly solicited to involve students in improvement programs (see Appendix D).

Preliminary Modifications

Some areas of concern could be addressed immediately. For example, having toilet tissue in the bathrooms was very important to all students on all grade levels. Students were reminded that a supply of toilet paper was placed in the lavatories on a regular basis. A combination of factors created this unavailability: (a) vandalization of toilet paper holders; (b) setting of fires to the paper; and (c) placing of paper in commodes, sinks and urinals. All of these were a direct result of student

behavior.

Because of the blatant disregard for and vandalism of bathroom fixtures, doors to the lavatories were fixed in an open position. Doors to stalls had been removed. Everyone considered this condition inhumane.

Students were told that these conditions could be improved if they got involved. They could make sure that vandalism and fires stopped. Stall doors would then be replaced, bathroom doors closed and toilet tissue supplies adequate.

Another area for improvement was more interesting class presentations, which required getting teachers interested and involved. Changing class presentations involved changes in behavior and significant time. However, activities could be developed to generate interest and involvement in a relatively short period of time. One example of interest and involvement was the yearbook. The yearbook advisor requested a yearbook course. A proposal was developed, presented and approved. This course eliminated the need to pull yearbook staff members from regular classes. They met with their advisor at a scheduled time.

Other examples included teachers who expressed interest in offering advanced placement courses in English Literature, American History and Biology. These courses were approved and teachers were required to attend summer

college to prepare for teaching those courses. The district paid tuition and all expenses. Regarding more shows, dances and assemblies, students were informed that more activities would be permitted as their behavior during these events improved. Students' concerns about recognition of academic achievement were addressed. The principal, other administrators and eventually a student announced the names of students making the honor roll and high honor roll every marking period.

Student concerns about preparation for standardized tests, i.e. PSAT, SAT, RCT and IOWA, required charting and analyzing results of students' test performance and the planning of instructional programs to better prepare them.

There were several concerns students deemed very important over which the high school administrators had little control. For example, room temperature was very important to all grade levels. The boiler's efficiency and thermostat controls had to be considered.

Transportation to school was important to all grade levels except grade 9. This concern, although it had a mean average of 3.18, could not be addressed at this time. Since the district encompasses one square mile, the district's central office finds it necessary to provide bus transportation to the Junior-Senior High School only if a student is physically incapacitated.

Chapter IV details descriptions of improvement

programs and documents results. Some of the programs were directly related to the concerns of the students as revealed in the analysis of the questionnaire.

References

Brookover, W. B. et al. (1982). Creating effective school Holmes Beach, FL: Learning Publications.

Edmonds, R. (1979). Effective Schools for the Urban Poor. Educational Leadership, 37(1), 4-11.

Fennessey, J. & Ralph, J. H. (1983). Science or reform: Some questions about the effective school model. Phi Delta Kappan, 64(10), 689-694.

Purkey, S. C., & Smith, M. S. (1983). Effective schools: A review. The Elementary School Review, 83(4), 427-452.

C H A P T E R I V

IMPROVEMENT PROGRAMS AND RESULTS FOR SCHOOL YEARS 1983-1984 1984-1985, 1985-1986 and 1986-1987

Introduction

During the school years of 1983-1984, 1984-1985, 1985-1986 and 1986-1987, programs of improvement were planned and implemented. These programs addressed areas of student concern revealed in the analysis of the assessment instrument, i.e. questionnaire.

This chapter describes each program under an appropriate category. The descriptions include (a) a brief statement placing the program in perspective, (b) a description of the program and its goal, (c) the number of staff members and students involved, and (d) pertinent data and outcomes.

During a staff development workshop for staff members conducted in the Roosevelt School District in 1983, Eugene R. Howard stated "When planning to implement programs of improvement, start with the positives. Each school should consider its own successes and weaknesses in regard to potential for effectiveness."

Staff members and students were consistently reminded of the many positive occurrences in the high school. The district had made significant improvements in

curriculum, instruction, and had taken measures to improve order and safety. The high school had been accredited by the Middle States Association of Colleges and Schools and awarded a certificate of approval from the State Education Department.

Efforts for the improvement of curriculum and instruction had been made in the areas of (a) computer education, (b) business education, and (c) technical education. Improvements in order and safety included the addition of (a) security guards, (b) an in-school suspension program, and (c) monitors for halls and lunch rooms.

More specifically, staff, students and parents were informed that their school had met the requirements of the Middle States Association of Colleges and Schools and was fully accredited. The school had also met the registration requirements of the New York State Education Department and had received a certificate of approval.

Analysis of the items deemed very important to students indicated several general areas of concern. Proposals for improvement were categorized under: (a) climate, i.e. orderly and safe school; (b) curricular; (c) enrichment; and (d) extra-curricular.

The following programs are described in this chapter:

1. Climate--Orderly and Safe School

   Orientation Assemblies

Student Participation in Government

Alternative Education--School Within A School

Student Volunteers Service Program

Lunchroom Programs

2. Curricular

Reading, Writing

12th Grade Writing Lab

Regents 1Ø Prep Class

Multi-skills

Mathematics

Yearbook Course

SAT Preparation Program

Theater Arts

3. Enrichment Programs

MESA/STEP

Advanced Placement Program

4. Extra-Curricular

Drama Club

PTSA Scholarship Drive

National Honor Society Revitalized

Student Council

CLIMATE--ORDERLY AND SAFE SCHOOL

Orientation Assemblies and Student Participation in School Government

At the beginning of every school year orientation

assemblies and election of school officers were among the issues with which the principal and his administrative staff gave priority.

Orientation Assemblies

The major purpose of the orientation assemblies was to introduce to new students and to emphasize to continuing pupils, the policies within which the school community functions. All students were welcomed, new teachers were introduced and the goals toward high academic achievement were outlined.

Before 1983, orientation assemblies were held in two sessions: one for 7th through 9th graders; the other for 10th through 12th graders. Since 1983, an individualized approach has been implemented wherein six assemblies, one for each grade 7 through 12, were held on consecutive days. Policies, problems and positive reinforcement were tailored to meet the diversity of age groups and specific needs of each grade level as required by New York State Regents Action Plan.

The enrollment in grades 7 through 12 for those years was as follows:

School Year	Student Enrollment
1983-1984	1,645
1984-1985	1,636

1985-1986	1,503
1986-1987	1,380

Eighty-five percent of this total attended these assemblies.

Student Participation in School Government

In addition to the individualized approach instituted for orientation assemblies in 1983, emphasis was placed on the content of the programs by combining orientation issues with a campaign designed to motivate participation in student government. In 1984, a "Meet the Candidates for Class Office" theme was introduced which consisted of (a) the introduction of the candidates who had met the academic and attitudinal requirements for candidacy, and (b) speeches by contestants. Elections for class office were held in social studies classes by secret ballot in sealed boxes after allowing two days for students to hang posters throughout the building.

In 1986, as a culminating effort, the principal and administrative staff participated in a PTSA sponsored orientation meeting for parents of the new 7th grade students during which 7th grade officers were installed and school policy was explained in detail.

Alternative Educational Program
The School Within a School

The School Within A School Program was designed to provide an alternative method of educating students previously identified as difficult to educate in a regular school setting.

Program Goal and Objectives

The goal of the School Within A School Program was to return this targeted group of students to the mainstream of the school population. This was accomplished when the student demonstrated academic success and modified negative behavior patterns.

Specific Objectives

The specific objectives of the program were:

1. To improve student attendance to school by 50 percent.
2. To improve student punctuality to school by 50 percent.
3. To decrease student lateness to class by 50 percent.
4. To decrease student cutting of classes by 50 percent

5. To reduce the incidents of in-school suspension by 50 percent.

6. To reduce the incidents of out-of-school suspension by 50 percent.

7. To improve students' mathematics scores by one grade level as measured by standard tests such as the IOWA Tests of Basic Skills and the Tests of Achievement and Proficiency (TAP).

8. To improve students' reading scores by one grade level as measured by the standard tests such as the IOWA Tests of Basic Skills and the TAP.

9. To improve students' general grade levels of achievement by one grade level as measured by standard tests such as the IOWA and TAP.

10. To improve students' classroom achievements to the passing grade of 75 percent in the subjects which he/she was assigned as measured by performance on teacher made tests and reported quarterly on report cards.

Student Population

Sixty students from grades 9 and 10 were identified as candidates for the program. Based on the specific criteria, the 60 students identified were divided into four classes of 15 students each. Candidates for this program generally exhibited the following patterns of behavior:

1. Consistent use of profanity toward others.

2. Hostile and aggressive behavior toward others, i.e. physical confrontations with peers, verbal confrontations with peers, insubordination to teachers, and refusal to follow the directions of administrators.

3. High incidents of suspensions.

4. High incidents of lateness to school and classes.

5. High incidents of class cutting and loitering in the school.

6. A history of repeating one or more grades.

7. Current failing of three or more subjects.

8. Students 16 years of age, or older who had not completed one year of high school and who had acquired fewer that 12.5 percent of the academic credits normally acquired for each year in grades 9 through 12.

9. Students who were 16 or older and who had not completed one year of high school.

Implementation

Orientation

The School Within A School was under the direction of the principal. The principal assigned the daily administrative responsibilities of the program to an administrative supervisor. A team named by and including

the principal, selected students for the program according to the established criteria stated. Letters describing the program, the selection process, and program objectives were sent to the parents of students identified for the program.

Parents were invited to an orientation meeting scheduled for the evening of Friday, September 14, 1984. At this meeting specific details of the program were outlined. Parents had the opportunity to meet the program staff and to discuss matters of mutual concern with regard to the student's educational progress. All program staff were required to attend this meeting. Parental approval and written consent were required for student acceptance into the program.

Program Design

The School Within A School Program was designed to focus attention on both the cognitive and affective progress of the student. Under the direction of the principal, a team including an administrative supervisor, four teachers and four teacher aides provided a core curriculum of English, Math, Social Studies and Science.

A maximum of 15 students in one class received instruction in all four core areas. A nine period extended school day program offered Physical Education, Typing and a Computer Program. Central to the success of this program

was the homeroom group counselling period. During this period the homeroom teacher attempted to develop the special relationships needed to assist students in behavior modification and improvement of self-image. Initially, group counselling sessions were conducted by the guidance department staff and the program's administrative supervisor. The services of the school psychologist and social worker were available as needed. Other important aspects of the program included field trips, visiting speakers and assembly programs on career educaton and positive reinforcement of acceptable behavior.

The subject area teachers and teacher aides:

1. Assessed each student's level of academic achievement on entering the program.

2. Developed specific learning objectives for each student and used appropriate teaching methods and techniques to insure the student's opportunity to learn. Those objectives included (a) written essay questions on exams and homework assignments, and (b) weekly examinations to determine progress.

3. Evaluated the student's academic performance and reported same to the student and his/her parents.

4. Evaluated the student's general performance, i.e. class participation, punctuality, academic and behavioral performance.

5. Attended all workshops and staff development

meetings, field trips, assemblies, open house meetings and other activities appropriate to the program.

Program Evaluation

At mid-year and again at the end of the school year, the principal provided a written report to the Superintendent of Schools detailing (a) students enrolled in the program, (b) the activities in which the students had been engaged, and (c) the progress made by the students in all aspects of the program. In order to assess the performance of the School Within A School in meeting the specific goals and objectives stated, base-line data in all categories was collected on each student recommended for the program. The data collected, i.e. number of suspensions, attendance, and achievement tests scores were from the last academic year the student was enrolled in the school, 1983-1984 for most of the students. A successful evaluation hinged on 70 percent of the student population meeting seven of the ten specific goals and objectives at the end of the first full year of the program's operation in comparison with the base-line data.

Analysis of Data

Sixty-two students were admitted to the School

Within A School Program in September, 1984. Forty students completed one year in the program. Twenty-two students were withdrawn during the school year, 21 for lack of regular attendance. The last student died during the school year.

Each of the specific goals and objectives of the program was analyzed and compared to previous performance and behavior.

Student Absences

During the 1983-1984 school year the students who completed the school year had accumulated 1,391 days absent for all reasons, and improvement of 21 percent. During the 1984-1985 school year, there were 1,098 total days absent. When suspension from school for both years was factored out, an improvement of 10 percent was realized.

Lateness of School

During the 1983-1984 school year, students accumulated 953 incidents of lateness to school. In 1984-1985, 905 incidents of lateness were reported, an improvement of 5 percent. Students were considered late to school if they arrived ten or more minutes after the assigned reporting time.

Standardized Test Scores

Thirty-nine students in the program were given the TAP test battery in October, 1984 and again in May, 1985. The results of three components of the test considered to be the most significant indicators of student progress were compared, i.e. reading, writing and mathematics (see Appendix E).

Reading comprehension. In the October, 1984 TAP pre-test, grade equivalents ranged from a low of 3.3 to a high of 11.3 with a median score of 5.4. Post-test grade equivalents ranged from 4.7 to 14.7 with a median of 7.Ø. This was a median growth of 1.6 grade equivalents. Individual student growth in reading ranged from .5 to 6.6 grade level equivalents. However, five students exhibited a negative change in growth from -.3 to -1.4 grade equivalents. Several reasons for a negative growth were postulated. Several students were disruptive during the post-test and had to be removed from the testing room. All of the students had records of high absenteeism and/or lateness.

Mathematics. The October 1984 TAP pre-test range of grade equivalents was 4.Ø to 1Ø.1 with a median score of 6.4. Post-test grade equivalents from the May, 1985 battery produced a range from 5.Ø to 13.7 with a median of 7.4. This was a median growth of 1.Ø grade equivalents.

Individual student growth ranged from .2 to 5.1 grade equivalents. Ten students demonstrated a negative growth from -.3 to -2.2 grade equivalents for the same reasons cited for reading.

Writing. Results from the October, 1984 TAP pre-test produced a range of grade equivalents from 2.0 to 10.3 with a median of 5.4. The post-test scores in May, 1985 ranged from 2.6 to 13.4 with a median of 6.4, a median growth of 1.0 grade equivalents. Individual growth ranged from .3 to 5.5 grade equivalents with seven students exhibiting negative growths.

In-School Suspensions

During the 1983-1984 school year, four students were referred to the In-School Suspension program a total of 18 times. This was a significant decrease in referrals since the students enrolled in the School Within A School Program had amassed 320 assignments to In-School Suspension ranging from one period to several school days in the 1983-1984 school year--the year prior to their admission to the program.

Out-Of-School Suspension

Of the 62 students initially enrolled, 19 students

amassed a total of 32 suspensions ranging from one to five days. Two students were recommeded for Superintendent's hearings and were returned to the program. The 19 students suspended during the 1984-1985 school year included five students who were withdrawn for lack of regular attendance and two students ultimately determined to be handicapped and placed in special education programs for the 1985-1986 school year.

The 62 students initially enrolled accumulated 210 suspensions ranging from one to five days during the 1983-1984 school year. The total of 32 suspensions for the 1984-1985 school year represents an improvement.

Cutting of Classes

Cutting of classes by School Within A School students continued to be a problem throughout the 1984-1985 school year especially when the classes that were held during the extended school day were added in the statistics. During the 1984-1985 school year the students cut 22 percent of their classes. The majority of the cuts recorded were for classes held during the extended day.

Lateness to Class

Lateness to class did not present a major problem

during the 1984-1985 school year. Several students were chronic violators and were dealt with accordingly. Most of these students were withdrawn from school due to attendance problems.

Student Classroom Achievement

Classroom achievement was an area which experienced mixed success. As reported in an interim report dated March 4, 1985, seven students had successfully completed one year of work in English in one semester, six in Social Studies and five in Mathematics. Two students completed two years of work in English in one year, one in Social Studies and one in Mathematics. Several students were enrolled in summer school in an attempt to complete the second year in these subjects.

All of the 62 enrolled in the School Within A School Program had not previously earned more than one unit if they were in the 9th grade. They had not earned more than two units if they were in the 10th grade, or more than two years in grades 9 through 12.

Forty-four students completed the 1984-1985 school year. These students earned the following number of credits:

Number of Credits	Number of Students
Ø - 1/2 units	19
1 - 1 1/2 units	3
2 - 2 1/2 units	8
3 - 3 1/2 units	5
4 - 4 1/2 units	3
5 - 5 1/2 units	3
6 - 6 1/2 units	1
7 - 7 1/2 units	2

Student Volunteers Service Program

The philosophy prevailed throughout this study that a clean, safe and orderly academic environment is necessary for student success in the school. Research supported the notion that when students are permitted to involve themselves in the governance of the school, their participation contributes to an orderly climate and student achievement. Therefore, discussions were held with teachers and administrators to get their input on steps that needed to be taken. Several administrators volunteered to involve some staff and students in serving on committees for improvement and to develop plans of action.

On April 8, 1985 a meeting was held with

approximately 25 students. These students, mostly 9th, 10th, 11th and 12th graders, had volunteered to work with an administrator and a lunchroom teacher assistant serving as a lunchroom monitor, to improve conditions in the lunchroom during the five lunch periods. During this meeting the students expressed their concerns for clean, orderly and pleasant lunchrooms. They agreed to serve on committees, to help develop a system for taking attendance during lunch periods and to provide leadership in the lunch rooms.

Each lunch room committee selected four to five leaders. The leaders' responsibility was to get all other students involved in keeping their lunch room clean. The student leaders consisted of a cross section of students previously labled as "good and bad." When students had finished lunch and cleaned up, they earned the privilege of listening to music of their choice, played during their lunch period. The leaders received a free lunch.

Initially, the lunch room monitor and the administrator would check the lunch room before music was permitted to be played. Eventually the administrator's presence was seldom needed. The students and the monitor worked independently on improving the lunch room conditions. Other students worked with an administrator removing graffiti from areas throughout the building.

Some students participated in more than one program. Table 1 shows the areas and numbers of students involved:

Table 1

Involvement in Volunteers Service Program

Service Area	Number of Student Volunteers
Removal of graffiti	25
Guidance office aide	10
GO members	27
Lunchroom committee leader	8
Attendance aides	20
Main office aides	15
Assembly programs	3
TOTAL	128

Participation in the service program of 128 students represents approximately 8.5 percent of the total student population of approximately 1,500 students. In an effort to inform staff and solicit more student participation, on April 15, 1985 a memo was sent to all homeroom teachers (see Appendix F). A letter of commendation was sent to parents of each student who participated in the program (see Appendix G). A copy of the letter was placed in the student's guidance folder. Each student's name was read over the public address system indicating the area of service in which they participated and they were presented with a certificate of merit and a service pin by the

principal.

Lunchroom Program

Lunch periods are a source of concern in many schools. Lunch periods are times when students need to eat, relax and have a respite from the pressures of the day. However, lunch time often causes concern for cleanliness and orderly behavior.

Roosevelt Junior-Senior High School has two lunch stations--a senior cafeteria and a junior cafeteria. From discussions between administrators, teachers and paraprofessionals and students, a procedure to encourage cleanliness and order in the senior cafeteria evolved (see Appendix H).

Senior High School

There were five lunch periods scheduled for the high school. The first step in the procedure was to list students scheduled to eat during each of the five lunch periods. All student schedules for grades 9 through 12 were reviewed.

The second step was to recheck each list for possible changes in scheduled lunch periods which were not reflected in the first review. Once accurate lists were

established, students were informed of regulations for lunch periods.

Students were advised of their right to one lunch period only. Any student found in the cafeteria during a period other than the one to which he/she was assigned would be subject to a two day out-of-school suspension. Further, students were not to leave the lunch room without a pass.

The next step involved enlisting students to take attendance and make certain that trays and left over food were placed in the trash receptacles. There was an announcement soliciting volunteers in both the senior and junior cafeterias.

Thirty students offered to assist. Three meetings were held with the students, two during the school day and one after school. During the meetings ground rules were discussed and the following procedure was developed:

1. A chief monitor would be assigned to each lunch period.

2. Monitors would work under the supervision of the staff school monitor.

3. The work of the monitors would include (a) taking attendance, and (b) encouraging students to remove their trays.

4. If rules for cleanliness and order were followed as determined by the staff school monitor, music would be played in the cafeteria.

5. Student volunteers received privileges for their efforts. These included (a) free lunch, and (b) a merit certificate and pin.

The custodial staff rearranged the tables in both cafeterias which made more space in the center of the room. This eased the task of taking attendance. Monitors continued to work well in the cafeteria during most periods. Few students entered illegally and the cafetria was cleaner and quieter.

Junior High School

A series of innovations aimed at improving the junior lunchroom have been practiced since 1983. In 1983, student volunteers were selected to assist teachers in (a) formation of single lines at the lunch counter, and (b) clean-up detail by making trash barrels available at each table. These volunteers were rewarded by the principal of the high school with service pins and honor service cards which stipulated special privileges.

In 1984 it was acknowledged that although the volunteers were helpful in these areas, additional ideas were needed for the creation of a controlled and pleasant lunchroom atmosphere for 150 students per period. As a result of a "brain-storming" meeting the administrator and his staff established a program for improvement. Tables

were to be numbered and students were assigned seats according to homerooms when they entered the cafeteria on the first day of school.

In 1985, a policy incorporating the following improvements was established:

1. Each student was assigned a table number which appeared on his/her schedule.

2. Record attendance books, prepared before school opening, were given to teachers on lunch duty. Instructions were given to check seating and attendance daily.

3. Loud speaker was allotted for use in the lunchroom for the calling of tables on a one-to-one basis.

CURRICULAR

Writing and Reading Programs

Table 2 contains the results of several state tests, i.e. Preliminary Competency Tests (PCT), Regents Competency Tests (RCT) and English Regents administered during the 1984-1985 school year.

Table 2

Competency Tests Results

Test	Grade	Date	No.Tested	Passed	Failed
PCT Reading	9	Dec. 1984	254	234	20
PCT Writing	9	Dec. 1984	234	135	96
RCT Reading	11	Jan. 1985	147	141	6
RCT Writing	11	Jan. 1985	137	84	53
Comprehensive English Regents	11	June 1985	25	18	7

The scores on both reading tests indicated that more than 90 percent of the students passed. However, the results of the May, 1985 Tests of Academic Proficiency (TAP) showed a very different picture. Ninth grade students achieved an average national stanine of 4.1 in reading comprehension and 11th grade students achieved an average national stanine of 3.9 in reading comprehension. The discrepancy was attributed to the design of the tests. The PCT in reading only required students to use cloze procedures whereas a variety of skills are tested on the TAP.

The results of both writing tests were similar. Slightly less than 60 percent of the 9th graders scored

below the state reference point. The need for a program to improve reading and writing skills was apparent.

Student Population

The targeted population for this improvement program was:

1. Those students in grade 10 who: (a) scored below the state reference point in reading in December, 1984; (b) scored 59 percent and below in writing on the PCT in December, 1984, and; (c) scored below the 23 percentile in reading comprehension on the TAP in May, 1985.

2. All students in grade 11 taking the RCT in reading and writing in January, 1986.

3. Those 12th graders who were yet to pass the RCT in reading and/or writing.

Goals and Objectives

The goal of the program was to improve reading and writing scores on all tests so that by 1990 fewer than 3 percent of the population would score below the state reference points for the RCT.

Objectives for the PCT and RCT in writing included the following:

1. Students would understand the writing task for both

tests.

2. Students would know how to write for a specific purpose and audience.

3. Students would write the parts of a business letter and include the correct information in the letter.

4. Students would organize information for a report.

5. Students would know the format of a persuasive essay.

6. Students would write an acceptable letter, report and composition.

Objectives for reading were:

1. To determine each student's level of reading ability.

2. To help each student develop a more positive attitude toward reading.

3. To provide a challenging learning experience for each student.

4. To help each student score above the state reference point on the PCT and the RCT in reading.

Planning

Initial plans included the following:

1. Establishing two writing laboratories for the 49 students who scored between 35 percent and 59 percent on the PCT in writing in December, 1984. These classes were called Regents Prep 9.

2. Using a variety of strategies in 10th grade non-regents English classes to provide intensified writing instruction for those students who scored between 60 and 64 percent on the PCT in writing in December, 1984.

3. Continuing the writing workshop for all 12th graders who had yet to pass the RCT in writing.

4. Providing remedial instruction through the Chapter I Reading Program for all students who scored below the 23rd percentile on the TAP.

Activities

The activities incorporated in writing classes included:

1. Using the student's own writing pieces as a basis for instruction.

2. Individual instruction and tailored assignments.

3. Practice in many forms of writing, i.e. essays, notes, summaries and letters.

4. Writing for a variey of purposes and audiences.

5. Exposure to all aspects of the writing process, i.e. generating ideas, drafting, revising and editing.

6. Teaching language arts skills through the writing process.

7. Providing small group and individualized instruction for remedial students.

8. Development of self-confidence.

9. Development of critical thinking and reasoning skills.

Activities in reading classes included the following:

1. Diagnosing student weaknesses.
2. Prescribing according to individual needs.

All instruction began in September, 1985 and continued through June, 1986. The textbook English-Writing and Skills published by Coronado was used in the Regents Prep classes and the writing workshop. In addition, the test materials included workbooks and writing folders.

Evaluation was based on the pre and post samples of writing, as well as reading exercises. The final success of the program hinged on the scores of the RCT test in writing and reading.

12th Grade Writing Lab

In 1983, a course was implemented for those 12th graders who had not passed the New York State Regents Competency Test in writing. The curriculum was specifically aimed at the skills needed for writing a business letter, a report and a composition.

The class met in one period sessions five times a week. Each class was assigned a teacher and a teacher assistant. The instructional areas covered included (a)

grammar and usage; (b) sentence structure; (c) paragraph development; (d) spelling, capitalization, and puctuation; and (e) editing.

The teacher's methodology centered around projects based on student interest. A particularly effective unit involved the use of the local newspaper "Newsday." Students were required to rewrite an article as a business letter, report or composition.

Test Results

RCT test results for 12th grade students for the years 1983 to 1985 are presented in Table 3.

Table 3

Writing RCT Results from 1983 to 1985

Students not assigned to writing lab				
Year	Grade	Tested	Number Passed	Percent
1983	12	62	50	80.6%
1984	12	12	11	91.8%
1985	12	24	20	83.3%

Students assigned to writing lab

1983	12	40	33	82.5%
1984	12	13	13	100.0%
1985	12	14	13	92.8%

The results were positive for both the 12th grade students enrolled in the lab and for those who were not enrolled in the lab. The percentage of passing students was consistently above 80 percent. However, those students enrolled in the writing lab showed an increasingly higher percentage of passing as follows:

1983	1984	1985
1.9%	8.2%	9.5%

Regents 10 Prep Course

In 1985, a Regents 10 Prep Course was offered for students who scored below the state reference point on the Preliminary Competency Test (PCT) in writing given in grade 9. The class met five times a week for one period each day. The major problem was motivating students. There seemed to be no feeling of immediacy as students know the RCT in writing could not be administered to them until grade 11. Some students resented the second English class while others

simply refused to attend. Therefore, the teacher had to work hard to find interesting and relevant materials.

Students seemed to work better in groups which created a greater sense of competition. Final grades showed a pass rate of 75 percent for students taking both English classes.

Year	No. Students in the two classes	No. Students obtaining grade of at least 65%
1985	24	18

Multi-Skills Course

In 1983, a course was established for those 12th grade students who had failed two or more State Competency Tests. Diagnostic tests were administered at the beginning of the year. Diagnostic testing included the Stanford Diagnostic Test in reading, and previously given RCT writing and mathematics tests. The profile sheet for each student taking the TAP in the previous year was obtained. The results of the diagnostic results for writing were recorded on the profile.

For the purpose of providing variety and stimulating interest, the teacher would from time to time, present group lessons. However, the majority of time was spent working with each student using his/her individualized program.

Students in this class represented a segment of the student body identified as "underachievers." There were no

discipline problems. However, class attendance was poor. All of the students who attended this intensive one-to-one remediation program passed the RCT test required for graduation. Test results for three years are shown in Table 4.

Table 4

RCT Results for Students in the Multi-Skills Course

Year	Students	Number Passing		
		Writing	Reading	Math
1983	6	5		
	6		5	
	3			3
1984	12	9		
	3		3	
	2			1
1985	7	5	7	

Mathematics Improvement Program

During the 1985-1986 school year the following goals were considered necessary to improve the mathematics program:

1. To improve the junior high math scores on the IOWA Test of Basic Skills.

2. To decrease the number of students who are below the 23rd percentile on the IOWA Test in grade 7 by at least 50 percent.

3. To improve the scores of students enrolled in the math regents courses by 20 percent in the fall of 1986.

Staff began plans for improvement on February 3, 1986 which included:

1. Restructuring three classes in grade 7 and developing a math lab situation.

2. Placing a teacher and assistant with each class.

3. Developing student contracts.

4. Charting the growth of these students in each of their grade level mathematical concepts.

Three target groups were organized, with a math teacher and a teacher assistant assigned to each. Student achievement results are shown in Table 5 and Table 6.

Table 5

Junior High Mathematics Test Results

	Group A			
Student	May 1985 Percentile	May 1986 Percentile	Placement % Grade	Final % Grade
1	1	WD	--	--
2	13	7	--	72

3	18	30	66	77
4	12	9	44	54
5	22	4	38	57
6	6	1	52	52
7	9	1	52	54
8	10	2	48	69
9	25	16	26	51
10	7	--	22	51
11	24	20	44	67
12	20	20	62	83
13	12	12	--	54

Group B

1	20	18	40	44
2	63	9	52	68
3	14	WD	--	--
4	3	WD	--	--
5	31	WD	--	--
6	4	1	42	40
7	30	20	62	59
8	15	7	52	58
9	--	6	38	48
10	19	11	26	40C
11	20	--	28	38

Group C

1	26	--	--	65
2	34	1	26	39
3	54	12	34	54
4	43	8	52	56
5	14	--	--	5Ø
6	18	2	--	5Ø
7	46	1	38	71
8	18	3	3Ø	42
9	--	24	WD	--
1Ø	46	26	34	71
11	18	5	32	55
12	43	2	18	45
13	14	WD	--	--
14	51	1	WD	--

Of the original 13 students in Group A, only 11 took the May, 1986 IOWA exam. Of this number, one improved in total math percentile; two maintained their percentile and eight received a lower percentile. In Group B, of the original 11 students only six took both exams. All six received lower percentiles on the second IOWA exam. Of the original 14 students in Group C, ten took both exams. All ten received lower percentiles on the second IOWA exam.

Table 6

Junior High Standardized Test Results

Date	Students Tested	Number Below 23rd Percentile	% Below 23rd Percentile
May 1985	230	73	32
May 1986	202	80	40
May 1985	212	74	35
May 1986	184	72	39

Students in the 9th grade and those in upper grades who had not passed the math RCT or any math regents exam, were drilled in the math fundamentals and in past RCT math exams. All of the students in the Sequential I and II Math classes were also drilled on the fundamentals by carefully reviewing three old RCT exams.

All of the 9th grade students and all of the 10th, 11th and 12th grade students who had failed the math RCT exam, with the exception of those who had passed any math regents exam, were given the opportunity to take the June, 1986 math RCT. Many of the students who took the exam had failed their 9th grade math courses and many were students who cut their math courses an excessive number of days. Many of the students who took the exam had failed the exam

previously two or more times (see Appendix I).

The results of the Regents Exam in Mathematics are shown in Table 7.

Table 7

Mathematics Regents Results

Year	Subject	Number Tested	Number Passed	Percent Passed
June 1985	Business Math	23	4	17
	Seq. Math I	127	22	17
	Geometry	64	5	23
	Math II	22	5	23
	TOTAL	236	36	15
June 1986	Business Math	4	1	25
	Seq. Math I	23	7	25
	Seq. Math II	23	18	78
	Math II	5	2	40
	TOTAL	55	28	51

The number of math regents papers written in June, 1986 took a noticeable drop from the papers written in June, 1985 from 236 written papers to 55. Most of the students

elected to take the math finals rather than the regents. As a result, the percentage passing increased from 15 percent to 51 percent, an increase of 36 percent. However, the goal remained to have more students take the regents and to achieve a higher percentage passing. A more careful and thorough preparation at the junior high level by the use of math labs in the 7th, 8th and 9th grade levels, or by offering math to all of the junior high students for seven periods a week rather than the conventional five periods a week, represented possible revisions in strategies for improvement.

In March, 1986 the Plans for Roosevelt Improvement in Mathematics Committee (P.R.I.M.) was formed to develop a plan for increasing the percentage of students passing the math RCT and other math regents exams. The primary focus of the P.R.I.M. committee was to improve the percentage of 9th graders passing the math RCT. In June, 1986 the RCT percent passing in 9th grade was 55 percent. In June, 1985 it was 5Ø percent, an increase of 5 percent. The increase was not as great as had been anticipated, but it did represent an improvement.

Yearbook Course

Although the library media specialist who served as both the yearbook advisor and the technical squad advisor,

worked under adverse conditions between 1981 and 1984, excellent yearbooks were produced. In April of 1984, the advisor informed the principal that it was becoming increasingly difficult to produce a quality yearabook. Because of student's full schedules with no lunch or study periods and student participation in athletics, extra-curricular clubs and/or band, students simply did not have time for work on the yearbook. Therefore, the yearbook advisor asked that consideration be given to the difficulties of producing a quality yearbook and submitted a proposal for the formation of a yearbook class. A course was created and interested students were scheduled and earned credit for successful completion.

The yearbook course was offered during the fall semesters of the 1984-1985 and 1985-1986 school years. The class was officially scheduled for one period every day, although students worked independently during lunch and study periods and after school hours. During both years an average of eight students, a majority of seniors, took the course for 1/2 credit.

For most students, this class was their only opportunity to be involved in the yearbook due to the limited time in their schedules. Although yearbook activity was not limited to class time, the scheduled block of time provided the foundation for the activity. Without this class, the completion of the 1985-1986 would have been

unlikely.

The class was conducted in the studio room of the media center. The materials were supplied by the Herff Jones Publishing Company. Students were introduced to numerous publication terms and were shown various options for designing different sections of the book. Methodologies included (a) lectures, (b) hands-on demonstrations, and (c) the utilization of overhead transparencies. When technical problems arose, a Herff Jones representative was assigned to Roosevelt and assisted students during class and after school. After students were familiar with yearbook production techniques, they chose various sections, i.e. seniors, sports, and extra-curricular clubs, to design and produce.

Students were not limited to one section of the yearbook. If in the advisor's judgement, a student had the time and the ability to work on other sections, this was permitted. Although some students photographed subjects for the yearbook, photography was generally handled by the advisor or a professional photographer.

Students often worked outside of class time to finish their individual sections. Successful completion of the work was determined largely by student motiviation, creativity and available time. While final results varied from student to student, the overall accomplishment was the completion of a successful book. Despite the long hours and

seemingly never ending tasks, previous editors-in-chief expressed interest in some aspect of journalism for college coursework.

SAT Preparation

The SAT scores for grade 12 were significantly lower than both state and national norms. Therefore, the improvement plan incorporated strategies for preparing students for this exam. Procedures established by the English department for SAT preparation included the following general recommendations:

1. Require all students in grades 7 through 12 to read and report on the minimum number of books recommended for outside reading.
2. Conduct regular weekly vocabulary spelling study.
3. Reflect SAT type questions in all classroom unit tests, mid-year and final exams.

Grade Level Strategies

Strategies were also developed for each grade level detailed as follows:

Grade 9

1. Emphasize skills for following directions.
2. Provide intensive dictionary work.
3. Conduct a unit on library use.
4. Require regular practice in reading comprehension exercises.
5. Present a variety of vocabulary questions.

Grade 10

1. Teach outlining skills.
2. Make use of both fictional and nonfictional selections for reading comprehension.
3. Use SAT review questions to sharpen skills for (a) analogies, (b) sentence completion, and (c) synonyms and antonyms.

Grade 11

1. Review guidance PSAT phamphlet in the fall.
2. Continue all procedures outlined in grade 10 with special emphasis on reading comprehension.
3. Issue SAT preparation tests during the third quarter and use as often as possible.
4. Teach vocabulary words.

Grade 12

1. Distribute an SAT vocabulary list to all students.
2. Review the Guidance SAT Phamphlet.
3. Discuss test-taking strategies.
4. Issue a copy of either "Cebco SAT Preparation" or "Barron's SAT Preparation" to each student.
5. Conduct timed drills on sample tests.

The library media center purchased SAT preparation materials including cassettes, tapes, computer software and books for use in library classes. The audio tapes included (a) Pró-tape College Entrance Examination, and (b) Pro-tape College Entrance Examination. Computer software for the Apple included (a) SAT College Entrance Exam by Borg Warner, (b) Mastering the SAT by CBS, and (c) On the SAT by Harcourt. The filmstrip "SAT: About Taking the Scholastic Aptitude Test--What Does It Mean?" was purchased as well as the following books:

Analogies and Black History: A Programmed Approach
Barron's How To Prepare For The PSAT-NMSQT
How To Prepare For College Entrance Exams
How To Prepare For The Scholastic Aptitude Test
Peterson's Guide to SAT Success
Scholastic Aptitude Test (Arco)
How To Take The SAT
Mathematics Workbook For The SAT
Verbal Workbook For The SAT

Although the 1985 SAT scores revealed that 12th grade students remained below the state and national norms, a significant improvement was experienced. A comparison of test scores for a six year period is shown in Table 8.

Table 8

SAT Test Scores From 1980-1985

Component	Scores					
	Years					
	1980	1981	1982	1983	1984	1985
Verbal	290	300	310	340	320	340
Math	330	330	360	360	370	354
Composite	620	630	675	700	690	694

Theater Arts Class

During the 1985-1986 school year, Theater Arts was offered as another new class in the high school. This class was open to all senior high school students. The basic aim of the class was to introduce students to all phases of theater and play production covering theater history and

movie and television production. This was not only an acting class, but it also served as a service organization for the school and community.

The units of study included:

1. Learning to use the actor's basic tool--the body.
2. Scene study for practice in use of the body.
3. Improvisation.
4. History of the theater.
5. Television production.
6. Movie production.
7. Play production.
8. The One Act Play.

Each student was required to take part in all aspects of play production, i.e. building sets, setting lights and acting. The culminating activity was the production of a complete one act play for a final grade. The one act play was performed in June for an invited audience. THe class also produced a special show in February, 1986 for Black History Month. The performance was viewed by the community and the student body. Each student helped with assembly programs and served in the crew for all Drama Club productions.

ENRICHMENT PROGRAMS

MESA Mathematics, Engineering, Science Achievement Program
STEP Science and Technology Entry Program

The Mathematics, Engineering, Science Achievement Program (MESA) is an enrichment program for minorities in which Roosevelt first became involved in 1983. The pricipal of the neighboring Hempstead High School invited this researcher as pricipal of the Roosevelt Junior-Senior High School, to join with six other high schools from Nassau and Suffolk counties as participants in the MESA Program at the State University of New York at Stony Brook, Long Island. This program was designed to motivate and prepare economically disadvantaged and under-represented minority students for university studies and careers in mathematics and science related professional fields of work.

A MESA Club was formed at each of the participating high schools to provide peer support and special academic services to foster success in Regents Mathematics, Science and English courses. MESA students were required to take three years of regents courses in these academic subjects. Two teachers from each school were selected to serve as club advisors. Advisors attended workshops which presented techniques, activities and materials used when working with students at weekly club meetings. The advisor worked with club leaders to plan support activities such as tutoring

study groups and field trips. In collaboration with counselors and Stony Brook MESA staff, the advisors provided club members with college and career information. A parent awareness meeting was held at each participating school prior to the selection of students.

In October, 1983 the advisor and the administrator assigned as the liaison between the Stony Brook University and Roosevelt Junior-Senior High School initiated the club in the high school. Membership was open to interested senior high regents students in grades 9 through 12 who maintained an academic average of 75 percent or better. Weekly meetings were held. Approximately 20 students attended on a regular basis. Initial activities focused on the organization and preparation for a field trip to Stony Brook.

During the 1984-1985 school year two activities were planned: (a) a logo design contest, and (b) an engineering design contest. The logo design contest required students from each participating school to design a MESA logo. Roosevelt's students won the first place for this contest. Students from the neighboring school of Hempstead won second place. The two logos were combined and transferred to "T" shirts and sweat shirts which were worn by all Nassau and Suffolk County Club members.

The engineering design contest required MESA members to design a project utilizing drafting, electrical,

mechanical and other engineering skills. Roosevelt's students won the second, third and fourth place prizes. Two MESA members from Roosevelt's graduating class of 1984 were admitted to Stony Brook that year.

In 1985, Roosevelt participated again and students were awarded the first and second prizes in the logo design contest and entered a project for the engineering design contest. The MESA students participated in a Saturday morning enrichment program at Stony Brook. Five 9th graders attended classes for six weeks in applied algebra and computer science. Five 10th graders took six weeks of Biology and Health Science. Four 11th graders and five 12th graders took a three credit course entitled "Technology, People and Society." Special permission was obtained for these five 12th graders to enable them to take the course. These students were interested in acquiring the three college credits being offered.

Two seniors met the course requirements and earned three credits. The remaining seniors chose to go on a weekend senior class trip to Washington D. C. and consequently did not qualify for the college credit as a result of missing the final exam. The four 11th graders did not qualify for various reasons. In February 1986, the MESA Club's name was changed to Science Technology Entry Program (STEP) and activities continued. Again, Roosevelt's students won firt and second prized in the STEP logo design

contest.

As of the 1986-1987 school year, STEP was expanded to serve two additional school districts and had broadened its recruitment to 7th and 8th Grade students. Educators under the auspices of STEP Director, Dr. T. Liao, Department of Technology and Society, College of Engineering and Applied Sciences, State University of New York at Stony Brook, arranged a two-tiered program of instruction for students in grades 7 through 12 at the Roosevelt Junior-Senior High School. Also at this time, Suffolk County Community College offered all STEP students in grades 7, 8 and 9 a carefully planned enrichment program focused on (a) career awareness, (b) skill development, (c) real world mathematics, and (d) science and technological applications. Instructional elements included six special Saturday enrichment classes, field trips and local school district activities. The project's support services included components for (a) parental involvement, (b) local school advisors, (c) peer counselling, and (d) a mentor program.

The mentor program provided further exposure for students by introducing them to licensed professionals. In addition to giving lectures, the role models interacted with students on an individual basis. Mentors included representatives of organizations such as the University Hospital at Stony Brook, Grumman and the Federal Aviation Administration.

The Saturday enrichment classes instructed by Suffolk Community College faculty, provided in-depth career exploration and guest lectures by mentors. Hands-on laboratory experience in mathematics, science and computer literacy were also available. Emphasis was placed on basic skill development for 7th and 8th graders, while 9th graders focused on applied mathematics, science and technology problem solving and computer programming.

Parents and school advisors were invited to all sessions. Students who successfully completed the Suffolk Community College project may have entered Stony Brook's program for 10th, 11th and 12th grade students. This consortium approach provided continuity for students' academic growth as well as served as career orientation leading to post-secondary education with the ultimate goal of career placement in mathematics and science related fields.

As of 1986, the following numbers of students were enrolled in STEP:

7th-8th Grade	9th-10th Grade	11th-12th Grade
9	12	19

The total enrollment of 40 students represented a significant increase, more than double, in the number of students enrolled in the STEP Program during the previous year.

Advanced Placement Program

During the summer of 1982, the Superintendent of Schools approached the principal and suggested that Advanced Placement courses be offered to qualifying students in the junior-senior high school. The Superintendent arranged for tuition and expenses to be paid by the school district for any teacher interested in attending the certifying courses being offered at local universities. These advanced placement courses were designed by school and college faculty to help teachers provide college level instruction to students in high school, enabling the students to receive appropriate college credit.

After a great deal of solicitation by the principal, one teacher expressed interest and eventually attended the summer session. The English Literature Advanced Placement Course was implemented in the 1982-1983 school year and was offered to 21 students. Teachers were continuously encouraged to participate. As a result, three additional teachers expressed interest in attending the summer certifying classes. Again, the district provided the funds for tuition and expenses. During the 1983-1984 school year, American History and Biology Advanced Placement Courses were added to the curriculum and offered to 13 and 12 students respectively. One teacher who attended the summer sessions for Advanced Placement Chemistry was unable to implement the

course because of several scheduling problems and the unavailability of qualifying students. Up until 1985, the results of the Advanced Placement Exams were disappointing (see Appendix J).

EXTRA-CURRICULAR

Drama

In September of 1984, after a ten year absence, the Drama Club was reinstituted and membership was opened to all 7th through 12th grade students. The Drama Club produced five plays since its reinstitution and also functioned as a service organization for the elementary schools in the district and for other events held on the high school stage. More than produce plays, the Drama Club represented an important aspect of the high school enrichment program. Students were provided the opportunity to develop and showcase their individual talents in the form of dance, voice, acting, set design, lighting and other facets of stage production. The Drama Club exposed students to all aspects of play production and gave students the opportunity to work cooperatively. It also provided elementary students the opportunity to see theatrical stage productions.

To become a member of the Drama Club and to participate in productions, students were required to

maintain a passing average and appear in or work as a crew member for three productions. The club elected officers annually and followed a set of by-laws. The club, known as the Student Theater Association of Roosevelt Schools (S.T.A.R.S.), showed growth during the first two years of operation. In the first year, the Drama Club presented "Peter Pan" and "Hello Dolly." Expenses for these productions were covered by the extra-curricular fund. The club was given a budget of $1,100 to be paid back with the profits from "Hello Dolly." Because there were no profits, the monies earned were taken from the Drama Club to repay the extra-curricular fund. This left the club with no money to begin productions in the fall of 1985.

"Peter Pan" was performed for four of the elementary schools in the district. Admission was 50 cents per student. These funds were raised to support the production of "Hello Dolly." The night before the first performance, the Drama Club was informed that money could not be charged for admission. Therefore, the Drama Club could not be self-sufficient. The $1,100 needed for production was provided by the Board of Education.

During the 1985 school year, the club presented "Pinocchio." Again, no funds were available for this production. Through private contributions, the Drama Club was given money to cover minimum production costs. Again, elementary school students attended this production. The

high school PTSA president proposed that each elementary school PTA pay $300 to see "Pinocchio" and the "Black History Program" and that the high school pay $600. The PTA of the Harry Daniels Primary Center and the Washington Rose Elementary School complied with this request for funds. Additionally, the high school principal gave the Drama Club money from the Principal's Fund to pay for the rights to "The Wiz." The money provided from the two elementary schools and from ticket sales made the production possible. However, after expenses, the club had no money to begin productions in the fall of 1986. The principal recommended to the Superintendent of Schools that $1,500 be included in the 1986-1987 budget for drama productions.

PTSA Scholarship Drive

The Parent Teacher Student Association (PTSA) is a very important facet of an effective high school. In recent years, there had been interest from some parents attempting to organize an effective PTSA in the high school. Although the Pre-K and elementary school's PTAs were very active, involved and supportive of school programs, the high school PTSA had not functioned as an effective and supportive organization. Staff believed that parent interest and involvement declined when students entered the junior-senior

high school. Efforts to get parents and students involved had not been very successful.

One PTSA program, the Roosevelt Community Scholarship Fund Drive, was initiated in 1983 to create interest in the PTSA and to involve students, staff members and parents in an annual fund raiser. The fund raiser was a one day solicitation event in which the community was canvassed and bumper stickers, ball point pens and key rings were sold to raise money. The following numbers show participation and results of this event over a four year period:

Year	Student Volunteers	Adult Volunteers	Amount Raised
1983	21	20	$ 1,258.45
1984	(Funds raised in 1983 were awarded to seniors in 1984)		
1985	34	24	$ 2,036.00
1986	22	23	$ 2,135.37

Each year seniors were made aware of the availability of the PTSA scholarship. Students completed applications for awards which were granted based on scholarship, financial need, citizenship and leadership. Students receiving awards had to have an acceptance to an accredited college, technical or trade school for elegibility. A scholarship committee of parents and staff members reviewed applications and selected recipients. Money raised from the drives were divided among the

recipients. Twenty-five dollars was awarded to each recipient during the Senior Awards Assemblies held in June. The balance of the scholarship, determined by the number of recipients and available funds, was awarded on the date of entry to the post-secondary school.

National Honor Society Revitalized

In October 1985, the National Honor Society, sponsored at large by the National Association of Secondary School Principals (NASSP) and in each individual school by the principal, was revitalized. The advisor position was vacant. A staff member agreed to the appointment and subsequently received a letter of recognition from the principal pledging his full support. The principal was always available for the advisor to discuss all Honor Society matters including goals, objectives and procedures and to complete the necessary steps to provide the proper setting for the National Honor Society.

The advisor held several meetings with the Honor Society members, all of whom were seniors. In the first few meetings, no more that four of the ten members attended. However, eventually seven members actively participated. Members organized and officers were elected. Because they had never been formally inducted into the National Honor Society, the group planned an induction ceremony. The new

advisor, following the National Honor Society Handbook, incorporated procedures which had not been followed in recent years. This required some diplomacy so that the former advisor would not be offended. Among these procedures was the preparation of a new form to gather information required for student induction. The PTSA was invited to attend the induction ceremony and in turn, agreed to hold the induction ceremony at one of their monthly PTSA meetings.

The advisor and the members made preparations for the induction and installation of officers. Each of the ten members was assigned a speaking part and was required to memorize a speech. Student instruction included suggestions on body posture and carriage, speaking with a microphone and speech delivery. Rehearsals were held to prepare students for their presentations. The music department provided choir robes. Invitations were prepared and membership certificates were personalized in calligraphy. A printed program was prepared and floral arrangements were purchased. The induction and installation ceremony was held on February 5, 1986. The ceremony was perceived as dignified and students delivered their speeches in an excellent manner. Parents in attendance, as well as the participating students, expressed a great deal of pride and pleasure in the event. The principal sent a letter of congratulations to each Honor Society member.

In March, 1986, the principal made recommendations to the advisor for the formation of a Principal's Advisory Council. This council would include teachers and guidance counselors and would set criteria for membership and select new members who met the requirements. The advisor prepared student selection forms. The forms were distributed to the faculty and those students deemed academically eligible. Academic eligibility required an 85 percent cumulative average. The Honor Society advisor computed the averages of the 10th and 11th graders. A counselor computed the averages for the seniors. Students returned their selection forms to the advisor who submitted the names of candidates to the Principal's Advisory Council and the principal for approval.

The council met to evaluate the information and to make selections. Qualifying students were sent letters of notificaiton and their parents were invited to attend the second induction ceremony planned so that the qualifying junior students could be inducted. In addition to the ten senior members, 18 new members were inducted at the second ceremony. Candidates who did not qualify were sent letters of encouragement, pointing out areas where improvement was recommended in order to qualify for membership. The National Honor Society functions as a vital school organization and the interest of staff and students has improved (see Appendix K).

Student Council

Research indicated that an important characteristic of an effective school was student involvement and participation in improvement programs. The junior high school student in grade 7 and 8 needed an opportunity to be a part of a leadership organization. To fulfill this need, the Student Council which had been defunct for several years, was revitalized. Prior to this, the Student Council had served as a leadership and service organization for 7th and 8th grade students. In an effort to revitalize the Student Council, staff members were solicted to provide the adult leadership needed to reorganize.

In September, 1985, a teacher volunteered to serve as the Student Council advisor. The advisor met with the principal to discuss her expected role and the criteria for selection of members for the council. Membership was opened to all 7th and 8th grade students with acceptable academic and social standing. Recommendations from a teacher, an administrator and the principal were required.

A form was developed which incorporated a student pledge and a staff recommendation. Students pledged to present their report card to the advisor each marking period and to take membership into the Student Council seriously. The students were required to have the form signed by

appropriate staff members and to return it to the advisor before membership was considered. Approximately 15 students were finally selected with about 12 of these attending meetings and participating regularly. The advisor led discussions on how to improve the climate of the school and suggested various projects that the Student Council could sponsor.

The Student Council took an active part in homecoming activities, particularly the coronation ball and the homecoming parade. The council co-hosted the fall Open House, held a cake sale and participated in community activities such as "Walk America" sponsored by the March of Dimes. Various fund raising events added to the depleted treasury and enabled the 12 member council to make a donation to the television station WOR and radio station KISS Children's Fund on behalf of the Roosevelt Junior High School.

Because student recognition was viewed as vital, an "All Stars" program was established which provided positive student recognition (see Appendix L). Junior high faculty nominated students based on established academic and social criteria. A roster was publicized and posted in the main lobby. Certificates of achievement were signed by the principal, the advisor, and involved staff members, and presented to selected students. The following list indicates the number of 7th and 8th grade students

recognized for achievement and improvement during the 1985-1986 school year:

	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Most Outstanding	59	73	35	59	45	44	43
Most Improved	72	80	39	66	57	35	43

Issues and Concerns Related to Instruction and Management

Teacher Turnover

Between September 1981 and June 1986, a total of 115 junior-senior high school teachers left the district due to; 15 retirements, 21 terminations, 5 excessed positions, and 74 resignations. At the elementary level, a total of 55 teachers left including 10 retirements, 3 terminations, 6 excessed positions and 36 resignations, bringing the district total to 170.

This level of staff turnover inhibited continuity of instruction which adversely affected the attainment of the school's goals to (a) provide a safe and orderly academic environment, and (b) to improve scores on student achievement tests. The Roosevelt School District needs to develop a plan to attract more qualified teachers and keep good experienced teachers.

When large teacher turnover is coupled with student transience, it becomes difficult to maintain continuity to

any degree of effectiveness. Under the best of circumstances in the school setting, it is difficult to stay on task with regard to goals. Teacher and student turnover require leaders to continually communicate to keep the process of assessing needs and soliciting support in the school community operative.

The Roosevelt Public Schools Personnel Deparment reported the following record of teacher turnover between the 1981-1982 school year and the 1985-1986 school year (see Table 9):

Table 9

Teacher Turnover Between 1981 and 1986

Year	Junior-Senior High	Elementary	Total
1981-1982	19	10	29
1982-1983	22	7	29
1983-1984	20	11	31
1984-1985	32	22	54
1985-1986	22	5	27
Totals	115	55	170

Teacher turnover affects student achievement levels across all of the curriculum areas. However, it has a particularly strong impact in the areas where teacher stortages are greatest, i.e. mathematics and science. For example, the effect of teacher turnover on science regents and statewide exams is shown in Table 10.

Table 10

Science Regents and Statewide Exam Results 1981-1986

Course	Grade	State Average % Passing	Local Averages % Passing					
			Years					
			1981	1982	1983	1984	1985	1986
Physics	11/12	55%	36%	45%	50%	48%	28%	2%
Chemistry	11/12	70%	24%	26%	55%	70%	68%	51%
Biology	10	80%	65%	72%	78%	41%	30%	12%
Earth Science	9/10	65%	57%	60%	64%	60%	40%	2%

Only three of the 12 staff members teaching these science courses (see Table 10) are still teaching in Roosevelt. Seven are teaching in neighboring school districts; one is in medical school; and one was not retained because of certification.

As Table 10 indicates, there was an increase in the Physics scores from 1981-1983. Although a veteran teacher taught the course, there was a 2% decrease in 1984. In 1985, a mathematics teacher certified in Physics taught the Physics class. The results were not good. In 1986 a non-certified first year substitute teacher awaiting acceptance to medical school taught the Physics course with poor results.

In 1981-1982 a veteran science teacher taught the Regents Chemistry class. The results were poor. From 1983-1985, an experienced veteran Chemistry teacher taught the Regents Chemistry class. The percentage of passing students improved significantly. The 1984 results matched the New York State average percent passing.

From 1981 to 1983, two experienced teachers taught the Biology Regents classes. The percentage of students passing increased each year from 65 percent to 72 percent and 78 percent. The New York State average percent passing from 1981-1985 was 80 percent. One teacher left Roosevelt to teach in another district. The other teacher, who left to teach in another school, was frequently absent because of illness in the year before leaving the district.

In 1984, two inexperienced teachers taught the Biology Regents classes. One teacher from out of state was not familiar with the New York State Biology Regents syllabus and the other was not a certified science teacher.

Test results dropped from 78 percent passing in 1983 to 41 percent passing in 1984, 30 percent in 1985, and 12 percent in 1986. There is a definite correlation between student success and good, qualified and experienced teachers.

Positive effects of teacher retention can best be illustrated by the performance of the art and technical departments, neither of which have experienced turnover in staff since 1981. Students majoring in these areas have consistently entered prestigious schools such as Pratt Institute and Massachusetts Institute of Technology. Additionally, not only do these departments enjoy excellent reputations in Roosevelt and surrounding communities, but they have also been cited by State Education Department personnel. Scholarship monies awarded to students majoring in these areas has been substantial. In addition, the number of state, county and college level awards received has been well above average year after year. Consistency of high achievement within these areas has been evidenced repeatedly, largely attributable to the permanency of staff.

Faculty Handbook

An effective school is dependent on the development and implementation of rules, regulations and standards. Once these have been established, it is important they be explained, enforced and strictly adhered to. Each year the

rules and regulations are reviewed and reinforced at student orientation assemblies and the year's first staff meeting. Instructional supervisors provide more details during departmental meetings. It cannot be assumed that all staff members are familiar and prepared to enforce rules and regulations. This is apparent from the questions, discussions and clarification of the rules and regulations during faculty meetings. Staff members do not necessarily remember established procedures and specific duties. Therefore, it is necessary to review the rules and regulations with staff members.

Teacher turnover and a constant need to clarify rules prompted the development of a faculty handbook. During a faculty meeting staff members agreed that a handbook outlining rules and regulations would be helpful. Since this was intended to satisfy an immediate need for a short range goal, specific areas to be reviewed, revised and/or developed were determined. Since order was a priority, the following areas were deemed important:

1. Attendance and lateness to school and class;

2. Teacher duties including (a) homeroom, (b) lunch room, and (c) hall study;

3. Referrals to (a) detention, (b) the dean's office, (c) in-school suspension, and (d) discipline room;

4. Passes to and from class, lunch room, lavatory, locker, nurse's office and library; and

5. Transfers from class to class, out of district and entrants to the district.

Approximately 20 staff members volunteered to serve on various committees. Administrators were selected to serve as chairpersons (see Appendix M). All existing rules and regulations were made available to chairpersons and committee members. The committees met many times to develop rules and regulations. Drafts were provided to the entire staff. Special concerns and suggestions came from many staff members who were not committee members. Each concern and suggestion was considered before the committees finalized their particular sections of the handbook. The faculty handbook was completed and distributed to the staff (see Appendix N).

The development of the faculty handbook was a shared success. Committees composed of administrative staff members and teachers worked along with a teacher serving his administrative internship to finalize this project. Rules and regulations will be reviewed, revised or changed when necessary. Since the written document was developed by consensus, changes should be minimal. Handbooks will be available to all staff members before the start of each school year.

Mathematics Improvement Program

An analysis of the mathematics improvement programs revealed that achievement levels were way below acceptable standards. There is a need to continue to review student progress and achievement in math and plan programs as needed.

The New York State Education Department identified Roosevelt as one of the substandard schools in mathematics. The results of the Comprehensive Assessment Report (CAR) showed a need for improvement in the percentage of students passing the RCT exams in mathematics.

There was a 90 percent passing rate for students assigned to the compensatory math laboratory in grades 9, 10, 11 and 12 for several years. As a result, it was decided that two additional math labs for students in grades 7, 8 and 9 would be implemented in the 1986-1987 scool year. The RCT math results of the senior high math students for June, 1985 and January, 1986 are shown in Table 11.

The students reflected in the first section of table 11 were scheduled for the math lab in the last week of February and the first two weeks of March, 1986. Because of their schedules, they were assigned "A" and "B" days alternatingly, giving them a total of 26 days in the lab. The effect of late scheduling and alternate days is reflected in the section of Table 11 labeled June 1985.

Table 11

RCT Math Results June 1985 and January 1986

Grade	Students	Present	Absent	Failed	Passed	%
June 1985						
9	27	25	2	10	15	60%
10	34	17	17	2	15	88%
11	14	11	3	3	8	73%
12	5	4	1	0	4	100%
TOTALS	80	57	23	15	42	80%
January 1986						
10	47	38	9	5	33	86%
11	12	11	1	1	10	91%
12	6	6	0	1	5	83%
TOTALS	65	55	10	7	48	87%

When students were scheduled into the math lab in the first week of school, they had a total of 86 days in the lab. The results of early scheduling and a 5 day a week program are reflected in the January 1986 results. Those

students who started the first week of school in September 1985 and attended the math lab 5 days a week show an increase of 7 percent in passing scores. The 9th graders took the math RCT in June only.

Those 9th graders who failed the RCT given in June were scheduled for remediation the next semester. The students remained in the lab until they pass. A teacher and a teacher aide provided instruction in the lab. An individual educational plan was developed for each student. Using the diagnostic and prescriptive approach, pre and post tests were administered. Cumulative records of ongoing evaluations were maintained for each student.

In an effort to decrease the number of 9th graders failing the math RCT the first time given, two additional math labs were implemented at the beginning of the school year 1986-1987 for some 7th, 8th and 9th grade students. The following criteria was used for placement in the labs:

1. Students in grade 6 during the 1985-1986 school year who scored below the statewide reference point on the PEP test or below the 23rd percentile on the IOWA tests were placed in the 7th and 8th grade math lab.

2. Students in grade 7 or retained in grade 8 during the 1985-1986 school year that scored below the 23rd percentile on the IOWAs were eligible for the 7th and 8th grade math lab.

3. Students in grade 8 during the 1985-1986 school

year who scored below the 23rd percentile were eligible for the 9th grade math lab.

4. Students in grade 9 during the 1985-1986 school year who were retained and failed the RCT were placed in the 9th grade math lab.

The primary function of the math lab was to provide individualized instruction to meet the needs of each student. On entering the math labs, all students took a pre-test. From the pre-test results, the teacher developed prescriptions for each student. Every student's prescription started with the basic skills of arithmetic, i.e. addition, multiplication, subtraction and division.

The 7th and 8th grade math labs addressed the needs of 58 students in grade 7 and 54 students in grade 8. The 9th grade math lab addressed itself to the needs of 52 students in grade 9. Instructional time included one period of 42 minutes for five days per week. Individual folders were kept for each student. These noted the student's name, the skill taught, and record of the student's progress.

Prior to the implementation of the two math labs, there were no programs to help prepare students for the RCT math test. The addition of these labs should yield a higher percentage of 9th graders passing the math RCT the first time.

In the 7th and 8th grade math lab, 112 students were administered the D. C. Heath final test as a pre-test. The

post-test has not been administered at this time. Fifty-two students in the 9th grade math lab took the June, 1986 RCT in September as a pre-test. The same instrument was administered to the remaining 47 of the 52 students in January, 1987 as a post-test. The results of the post-test showed significant growth in the skills taught. Table 12 shows the percentage of the pre-test, post-test and growth results.

Table 12

RCT Pre and Post Test Results in Percentages

Student	Pre-test %	Post-test %	Growth %
1	23	57	60
2	25	42	40
3	20	50	60
4	48	75	36
5	28	65	57
6	37	65	43
7	--	40	--
8	43	55	22
9	45	82	45
10	38	45	16
11	45	50	4
12	47	58	19
13	13	--	--
14	35	50	42
15	73	60	-22
16	37	72	47
17	34	43	21
18	38	47	19
19	42	48	13
20	65	82	21
21	50	53	6
22	48	65	26

23	58	63	8
24	38	48	21
25	62	--	--
26	57	--	--
27	11	30	63
28	38	63	40
29	25	62	60
30	58	70	17
31	17	52	67
32	40	57	30
33	18	--	--
34	55	68	19
35	58	55	5
36	27	--	--
37	63	--	--
38	28	65	57
39	42	53	21
40	38	52	27
41	42	43	2
42	30	47	36
43	57	77	26
44	32	50	36
45	22	37	41
46	52	68	24
47	38	47	20

CHAPTER V

CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS FOR FURTHER STUDY

This study was part of an action plan to involve students and staff in discussing, planning, developing and implementing improvement programs in the Roosevelt Junior-Senior High School. Research had indicated that schools can be effective and orderly educational institutions. While this was a study of one specific school, and national implications cannot be drawn, the programs can be adapted for use by educators in other school districts.

Previous research also indicated that the single most influential characteristic of an effective school is the leadership quality of the principal. This is generally accepted. However, a principal's leadership may be restricted by factors beyond his control. To provide quality leadership the principal needs the support and cooperation of superordinates and subordinates. The principal's input and recommendations regarding needs for improvement in areas determined as important must be given attention, consideration and support from his superordinates.

For example, the principal's input is critical in areas such as staff selection, budget allocations, curricular, extra-curricular, enrichment, alternative and

other special programs. This author agrees with Dale Mann of Columbia University Teachers College who stated, "The principal is not the deciding factor in providing an effective school. Shared leadership between administrators and teachers is the factor that contributes to an effective school." In addition, the support and cooperation of the Superintendent and Board of Education are crucial.

Many questions have been raised regarding the causal factors of effective schools. The findings of this study concur with Edmonds (1979) who suggested that "family background neither causes nor precludes instructional effectiveness. All children are imminently educable, and the behavior of the school is critical in determining the quality of that education." Schools do make a difference.

The improvement efforts described in this study initially focused on the areas of most extreme need. A safe, clean and orderly academic climate was a priority goal. Without order, very little if anything can be accomplished. The initial concern was a lack of motivation and negative attitudes as they related to staff performance and student achievement. It continues to be difficult to communicate to staff and students that the cooperation of the entire school community is required to provide and maintain a wholesome and orderly academic environment.

There is also a need to review student progress on norm referenced tests. Test results were used to develop

instructional programs designed to meet the needs of those students requiring remediation, enrichment and acclerated programs of instruction. Criterion referenced tests were developed by teachers and administrators based on needs determined by the norm referenced tests.

As a result of this study, the following list of future goals pertinent to staff performance and student achievement was developed:

1. Improve personnel recruitment and selection.
2. Improve supervision and evaluation of staff.
3. Clearly define organizational table.
4. Continue assessment of needs to build goal consensus.
5. Establish a strong code of behavior regarding attendance to school and class.
6. Involve parents and support personnel in student achievement.
7. Raise expectation levels for student achievement.
8. Focus on positives, i.e. awards, recognition programs, assemblies and announcements.
9. Promote a clean, orderly, safe academic environment.
10. Develop criterion referenced tests based on needs as they have been determined by the results from norm referenced tests.
11. Encourage every teacher to incorporate the basic

skills of reading, writing and mathematics in their content area subjects.

12. Develop courses on homework and study skills.

At the time of this writing, several of these objectives have been addressed. However, strategies need to be developed for (a) involvement of parents, (b) a strong code of behavior regarding attendance and conduct, and (c) personnel recruitment.

The ultimate goal of school should be to provide a wholesome atmosphere with programs of instruction that meet the diverse needs of all students. These programs , be they developmental, remedial or enrichment, should be determined by informal and formal assessment of students. Efforts should be directed toward the ultimate goal for students to master all the basic skills. To achieve this, every teacher must reinforce basic study skills. Teachers must have high expectations for students. Regular student attendance to school is a primary goal. Students should be motivated to perform to their fullest potential. Student adherence to acceptable behavior standards is critical.

Conclusions and Recommendations for Specific Programs

Orientation Assemblies

As described in Chapter IV, the orientation

assemblies held at the beginning of each school year for individual grade levels were planned to set the tone for the year. Students were reminded of the rules and regulations regarding attendance to school and expected behaviors. Students were informed of instructional programs offered and were encouraged to become involved in extra-curricular programs. In an attempt to organize each grade level, students were involved in campaigning for class officers. Students were encouraged to campaign and candidates delivered speeches at orientation assemblies prior to the elections.

There is a need for more assemblies to provide opportunities for students to showcase their talents and to speak on issues which interest and concern them. Because of continuous student transience, the need for dialogue regarding students' concerns, and the need to remind students of the primary purpose for school, in addition to the assemblies held in September, individual grade assemblies will be scheduled for the beginning of the second semester as well in the future.

School Within A School

Although the State of New York entitles all children up to age 21 to an education, students must demonstrate regular attendance and meet the standards for behavior.

When students demonstrate a need for an alternative educational setting, it should be provided.

There have been many discussions about alternative educational programs among school staff, central office staff and the board of education. Discussions centered around the validity of (a) the need for an alternative program, (b) the design of the program, and (c) the location. Diverse opinions were expressed in all areas.

In the first year of the program 60 students were identified as candidates. The first year experienced success and served its purpose. Forty-four students completed the 1984-1985 school year. Recommendations were made for program improvement, a number of which were considered, discussed and implemented during the second year.

At the start of the 1985-1986 school year 60 students were enrolled in the School Within A School Program; 35 students continued from the previous year and 25 students were new to the program. All of the students from the first year were enrolled by parent request. Because of the apparent success of the program, many students and their parents expressed an interest in being enrolled into the program. A waiting list was created at the beginning of the 1985-1986 school year.

In January, 1986, 18 students were removed from the rolls of the School Within A School Program. Six students

moved from the district, three transferred and nine students were withdrawn for very serious attendance problems. Eighteen additional students were admitted to the program from the waiting list.

In June of 1986, two students from the School Within A School graduated from the high school. One student received a full computer science scholarship and is attending Long Island University's Southhampton Campus. The other student was accepted into the nursing program at Nassau Community College. The success of these two students in completing high school and entering college are indicators of the potential of the School Within A School Alternative Program. The program however, was discontinued for the 1986-1987 school year.

There must be other alternatives to the regular school program. The alternative school concept can only meet the needs of some students. For those students who continue to demonstrate a lack of respect for school rules, school staff and each other as evidenced by their violent and disruptive behavior, other alternative programs need to be developed. If cost is prohibitive, a program during the school day at another facility is recommended. Alternative programs held in the school after regular school hours and/or night is another possibility.

Although there are a significant number of poor, Black and disenfranchised youths attending the Roosevelt

Junior-Senior High School, the majority want, need and maintain standards set for acceptable behavior. School policies are detailed in student handbooks which are provided for students. These policies are discussed and reinforced from time to time. Staff is encouraged to remind students of what is expected. Penalties for infractions, due process procedures and suspension policies are explained. Although every effort should be made to keep students in school and out of school suspension should be the last resort for negative behavior, sometimes there is a need for more than a five day suspension.

There is a need for a strong Board of Education Policy regarding penalties for negative behavior, excessive lateness and absence. This policy should be developed by junior-senior high school staff members, students, parents, central office staff and board members. The policy should outline hearing procedures which may result in recommendations for suspensions, home teaching or other forms of alternative education and expulsions. Once the policies have been developed and approved by the Board of Education, they must be enforced. Students should feel safe in the school and enjoy a wholesome learning environment. There should be extreme consequences for those few students who continue to disrupt.

Student Volunteers Service Program

The Student Volunteers Program was initiated based on the belief that student participation contributes to an orderly school climate. Students took the lead from the initial request for their participation. Some administrators and staff continue to encourage students to participate in this incentive program. However, interest and participation has waned.

Continuous efforts are needed to keep this program operative. Administrators, teachers and other staff members must be reminded that many students are willing to become involved and help to improve the school. Students follow the lead of staff members. Presenting students with certificates of merit, service pins and letters of commendation, including copies to parents and to guidance folders, all serve to motivate student participation.

Lunchroom Programs

Although lunchroom conditions have improved, lunch rooms continue to be a source of discontent. Lunches are served in two separate lunchrooms for five periods each day. Efforts to improve the lunchroom problem by forming student committees with student leaders to encourage students to maintain clean and orderly lunchrooms have not been

consistently successful. Lunchrooms are over-crowded and the presence of unauthorized students adds to this problem. Efforts to take attendance have failed. When the computerized accountability program is fully operative, the attendance accountability system in the lunchroom may be effective. The ideal would be to have one lunch period between 12:00 and 1:00 pm for the entire school population. Plans to reduce the number of lunch periods from five to three are being developed and a trend toward declining enrollment shoud ease the problem.

Scholastic Aptitude Test

Although SAT scores for students have shown some improvement, it is not nearly enough. The SAT score is used to determine a student's ability and as a criteria for college entrance. Students who demonstrate exceptional athletic skills are required to have a minimum cumulative score of 700 on the SAT to be eligible for intercollegiate sports. It is necessary to begin SAT preparation in the early elementary grades and to continue prepartation in high school. It is the responsibility of the school officials, especially principals, to understand the rules and plan programs of instruction and prepartion accordingly.

STEP Program

The benefits of the STEP Program were as follows:

1. Students received counselling and guidance in the selection of post secondary educational career choices, i.e., orientation related to college occupational selections, assistance in locating financial resources for college, and assistance in selecting colleges or universities.

2. Students received instructional services which included curriculum related activities for enrichment and developmental courses in mathematics, science, reading, writing and study skills.

3. Students were eligible for tutoring in mathematics or science skills.

4. Students participated in a summer program for academic enrichment. Room and board for a 4 to 6 week period was provided at the University.

5. Students in the 11th grade program were eligible for enrollment in a course for which they could earn three college credits.

The STEP Program was an ideal compliment to the academic activities of the high school. STEP provided needed experiences and tutoring and has created a valuable association between the school district and the university system to the benefit of the students.

Advanced Placement Program

Of the number of students who were enrolled in the Advanced Placement Courses over a period of three years, 28 were tested and only two passed--one in English Literature and one in American History. Very few students took the exams because of the financial requirement. An application fee of approximately $40 was required. Some students who showed potential and were passing the courses did not take the exams.

In the 1986-1987 school year, eight students were enrolled in the History course. These students were eager to receive the college credit offered. New arrangements were made to ease the financial burden for the application fee which involved collecting $1.00 from each student every week in order to have the monies for the application fee when examination time arrives.

Plans were made to develop a cadre of students who would qualify and be successful in an Advanced Placement Program. Interested students should be able to obtain a minimum of 15 college credits while in high school. Efforts were made to solicit interested teachers to attend the summer Advanced Placement Training Courses so that the program can be offered to students for the maximum number of courses.

Drama Program

The Drama Club provides opportunity for interested students to learn set designing, lighting and costume design while they showcase their dancing, singing and acting talents. Since the drama program does not enjoy the support that is needed, fund raising is a major concern for the the 1986-1987 school year. Efforts are being made to garner support for the Drama Club and to acquire the necessary funds.

National Honor Society

As of February, 1987, the National Honor Society's tutorial program for students met for ten sessions with an average attendance of six students. Twenty different students were tutored at least once. Most students attended several sessions.

These tutoring sessions have provided students with social contact and friendships have developed. This program is a successful program. Several teachers expressed a desire to revitalize the Junior High Honor Society. Efforts have been made to encourage a staff member to provide the leadership that is necessary to involve and interest some junior high students.

Recommendations

Separate Junior High School and Senior High School

The enrollment of approximately 1,400 students in grades 7 through 12 are housed in one building. Many believe that there should be separate junior and senior high schools. This arrangement would be more manageable. Possible alternatives include: (a) a middle school for grades 6, 7 and 8; (b) a junior high school for grades 7 and 8; and (c) a junior high school for 7th, 8th and 9th grade. With the trend toward declining enrollment and prohibitive costs, separate junior and senior high schools are not feasible at the time of this writing. A strong board policy that deals with excessive lateness, absences and disruptive students would support the efforts of the present administration.

Student Adoption Program

Many hours are spent discussing the need for corrective programs which deal with student attendance, disruptive behavior, and substance abuse. The thrust of these programs should be on prevention. Plans are now being made for a student adoption program. It is often stated

that the majority of the students in the school do not create a problem; approximately 10 percent of the students cause problems. With a student population of approximately 1,400 students with 10 percent causing problems 135 students would need special attention. Ten percent is a large number. There are approximately 30 to 40 chronic offenders in the high school. Many times negative behavior is symptomatic of personal and/or family problems. Often students do no feel wanted, needed or loved. They join others who have similar problems. These students usually have no interest in school.

The adoption program would provide a staff member to listen, support, counsel and just be available to give the necessary attention and direction that may be needed. The 140 member staff can provide for all problem students.

The details for this program have not been finalized. However, some staff members have begun to work closely with some students who need help. Students are encouraged to attend classes daily and maintain proper behavior. There are times when an upset student is permitted to stay with a staff member until he/she is calm. Students are given special chores and have an opportunity to earn money or a special privilege and recognition. It is interesting to see how special attention can make a person feel good about themselves and modify behavior.

Student Empowerment

Usually when invitations are extended to students to volunteer and/or assist with helping to make the school better, the "honor" student or the high achiever known as a student leader or "good" student volunteer. But these students have little influence over the lesser achiever, the "quiet" leader, sometimes referred to as the "bad" student. These students whose attendance to school is fairly good but whose attendance to class, overall interest and achievement is poor, influence other students and the school climate. Much energy has to be directed toward these at risks students who are potential dropouts. When asked, they are willing to help. When students feel their suggestion, ideas and concerns are important, they cooperate and influence others to cooperate.

In December, 1986, several students informed the researcher of their desire to form a group to help with conditions in the school. They did not want the group to be a formal club or school organization. They requested a date for an after school dance to raise funds to purchase some special jackets. They were informed that only four dances are permitted each year, however, an exception would be made if they obtained a staff member as their advisor, organized their group and detailed their plans in writing. The attendance teacher agreed to serve as the faculty advisor,

and after holding several meetings with the students and two meetings with the principal, it was determined that:

1. The group would be call Students For Students.
2. Membership would be limited to 15 to 20 students.
3. Each member would improve their own attendance to school and to their classes.
4. They would also work to improve their achievement levels.
5. They would encourage other students to attend their classes and they would try to mediate and reduce the number of physical confrontations that occur among students.

The group began its assistance, however, some students resisted the group and some minor problems developed. The group gained more respect after a picture and an article describing their concerns was publicized in the school newspaper "The Mainspring." A picture of several members and the advisor and an article will appear in the next edition of the district newspaper. The Roosevelt Reporter is sent to all residents of the district and each student and staff member of the elementary and the junior-senior high school receive a copy.

Conditions in the school required that the Students For Students dance be postponed. They understood and continued to help. They planned several of the Black History Month activities. Class officers from all grade levels and other students recited or read papers they

prepared over the public address system during homeroom period every morning during Black History Month. They planned and held an assembly where many of the juniors and seniors dressed up and made presentations they had prepared in English classes. They expressed their concerns about violent and disruptive behavior, drugs, alcohol and the need for students to get involved. Time was provided for other students from the audience to respond to their remarks and/or express their concerns.

On March 3, 1987, the Students For Students group along with some other student leaders accompanied the Superintendent on a trip to Albany to lobby for money for the Roosevelt School District. The group sponsored two assemblies for the entire school on February 27, 1987. Conditions are much improved in the school at this time.

The group is an excellent representation of the school's student population. The leadership by many "tough" students to make the school a better place is respected by most students. For example, some of the members of the group were influential in helping the administrators disperse approximately 200 students who were demonstrating in support of teachers' salaries and the unsettled teachers' contract by not attending classes and were congregating in the halls and had created unsafe conditions. It is too early to determine the success of this student group.

School Dances

Students had indicated on the needs assessment that they wanted more dances during the school year. Students were informed that if conditions permitted, four dances would be held. Currently, the senior class sponsors two dances, the junior class one, and if conditions permit, the sophomore class one.

Many parents do not permit their children to attend house parties. Consequently, the school is one of the few places that offers students supervised dances. When dances are held at the school, many students from adjoining districts attend. The relationship between different groups within and outside the district determines the climate, i.e. whether or not there are arguments, fights and/or destruction of school property. Because of some serious incidents which occurred in the past several years, a moratorium had been imposed on dances held at the school. Many of those incidents had centered around students who were no longer enrolled in the Roosevelt High School.

Students have been informed that future dances must be earned and that the number of subsequent dances will be contingent on students behaving in a responsible manner prior to, during and after each dance. Students have been told that if the school atmosphere is not good, scheduled dances will be postponed until student behavior improves (see Appendix O). The majority of students enjoy school

dances, know the standards that are set and seem to understand when there is a need to postpone or cancel a scheduled dance. Students have demonstrated a willingness to assist in changing the conditions so that after school dances may be held.

Summary

This study was begun to involve as many students and staff as possible in creating and maintaining a safe, clean and orderly academic environment. Programs of improvement were implemented on the basis of the results of assessment instruments administered to students and data from student achievement. While there is still a need to emphasize the importance of order, special attention is now being directed toward assessing student performance on state and national norm reference tests and planning programs to improve student achievement levels.

In order for a school to be effective (a) student achievement scores must be maintained at a high level over a sufficient period of time, and (b) the principal must set the tone for the school. The principal must be both the climate setter and the instructional leader, must believe that the job can be done and have the desire to do so.

As Boyer (1983) stated, "Invariably the principal is most characterized as being all things to all people." A

principal can scarcely be all things to all people. The nature of the secondary school makes a team approach to leadership the most feasible. Functions are assigned by capabilities and responsibility is shared rather than centralized with the principal. The principal must form and lead the school team with existing personnel, plant, budgetary guide lines and limitations.

The principal must communicate objectives clearly, ask for input and motivate staff and students to work together to reach objectives. The principal must show concern for the staff and students and value their contributions. Leaders cannot rely only on position power; they must gain people power. Change attempts are more successful when teachers and administrators work together. Although rules and regulations are important, when they are arrived at through consensus, they are more effective.

The leader must continue to assess needs and monitor staff performance and student achievement while keeping the energy of all people in the school positively directed. The principal must also be visible throughout the school during the school day and at special events and activities after school and in the community. Although the negative elements in a school must be recognized and plans for improving them made, the positive elements must be publicized.

Rules and regulations often have little effect on what happens in the classroom with teachers and students.

If a teacher is capable of managing the classroom while teaching, there is no limit to the possibilities for student success and achievement.

Efforts were begun to solicit parental support for a viable and functioning PTSA. Also, the principal's fund has been developed and a gift of $5,000 from a former Roosevelt student, the TV, stage and screen star, Eddie Murphy (see Appendix P), has been placed into a certificate of deposit and the interest has provided an incentive award for two drama arts students who have shown exceptional talent.

Based on collective experiences working in the urban inner-city Department of Welfare, Parks and Hospitals as a Child Care Specialist, Recreation Director and Counselor/Tutor, together with experiences as a Teacher, Assistant Principal and Principal of a suburban-urban school and a five year involvement with the University of Massachusetts/Roosevelt Staff Devlopment Program, this author was led to the following mission statement for the 1986-1987 school year:

Mission Statement

In our efforts to continue to maintain a clean, safe and orderly academic environment for the 1986-1987 school year, a special effort will be made to improve student performance. We will work together as an educational team

to monitor student behavior, attendance and academic achievement on criterion reference and norm reference test. We will teach study and homework skills. We will provide students with as many opportunities as possible to read, write and do mathematical computations while we teach the necessary and specific bodies of instruction. We will provide the opportunity for career counselling and workshops and encourage students to consider and make preparations for their post high school education and employment which will include but not be limited to (a) professional, (b) paraprofessional, (c) educational, (d) technological, (e) civil service, and (f) military.

We are professionally responsible to have high expectations for ourselves and the students we teach and to motivate them toward their maximum potential. Together we can provide an excellent education and opportunities for the students of our schools.

Reflections and Implications for Further Study

Based on experiences and insights gained from attempts to improve a junior-senior high school, the following statements are offered in conclusion:

1. If the principal is to assume responsibility for being the climate and intructional leader, he/she must have considerable control over (a) selecting personnel, (b)

budgeting and purchasing, and (c) implementing needed programs.

2. Education must be viewed as a business with success determined by the cooperation of all. Cost effectiveness is essential. However, those programs that are direly needed should not be sacrificed at the expense of cost.

3. Goals and objectives must be realistic and attainable.

4. The increasing number of students in public schools who feel that schools are stamping failure on them is a serious problem in our society.

5. Preventive programs should be directed toward the lowest achievers at an early point to minimize the need for corrective, rehabilitative and remedial programs.

6. Employment programs for youth should be a major concern of educators.

7. Illiteracy must be attacked on all levels.

8. Programs on responsible parenting are needed.

9. One of the most difficult aspects of the principal's role is delegating responsibility. Because the "bottom line" is to get the job done, many times the same staff members are called on leading them to feel overused. Efforts should be directed toward utilizing a broader group of staff members.

10. Many students will volunteer to help make the school a better place. However, it is difficult to find

enough staff members willing to provide the necessary adult leadership.

11. Fiscal resource equalization for poor districts should be the responsibility of the state. The present equity formula does not in fact accomplish what it purports. An equity formula is needed that would allow poor districts to offer salaries that are competitive enough to attract and maintain teachers, and that would provide resources and equipment to enhance the educational programs.

APPENDIXES

APPENDIX A

ROOSEVELT JUNIOR-SENIOR HIGH SCHOOL
NEEDS ASSESSMENT
FOR STUDENTS

Roosevelt Junior-Senior High School
Roosevelt, New York 11575
October 8, 1982

Dear Students,

In an effort to make Roosevelt Jr.-Sr. High School, the best school in the country, we need to know what steps to take. We are, therefore, asking you to help us with our plans. You can help by doing the following:

1. Please answer the questions on this paper.
2. Write in complete sentences.
3. Give the paper to your English teacher.

Thank you,

Mr. Smith

Grade ___

1. Name 5 areas that you think need to be improved in this school.

2. Name 5 things that you enjoy in this school.

3. What is your greatest problem in this school?

APPENDIX B
ROOSEVELT JUNIOR-SENIOR HIGH SCHOOL
NEEDS ASSESSMENT QUESTIONNAIRE
FOR STUDENTS

QUESTIONNAIRE

On the basis of your helpful responses to our previous survey about strengths and possible improvements in the Roosevelt Junior Senior High School, we have organized this second stage to see how important or useful you think certain changes would be.

We have tried to build on strengths by addressing concerns you have raised. Because of time constraints, it is important that we focus our efforts on the areas of greatest promise for change. Thus, we ask your honest opinion of the importance of other ideas. We welcome suggestions by individuals or groups that might make our school better.

Most students expressed a desire for more orderly behavior in the classrooms, hallways, lunchrooms and bathrooms. Because of your responses to the first survey, the following issues were identified as being critical. Your responses at this time will give us a better understanding of how these issues will be addressed.

Do you feel the following items are of:

Table I

	Mean	No Importance %	Some Importance %	Important %	Very Important %
1. Open discussions about student concerns in homeroom.	2.42	18	39	26	17
2. Rewards for courteous behavior in the lunchroom—such as music.	2.54	20	30	26	24
3. Direct penalties for students taking property, vandalism, and harassment, intimidation.	3.57	4	8	17	72

	Mean	No Importance	Some Importance	Important	Very Important
4. Recognition of academic achievements.		%	%	%	%
	3.23	5	17	28	50
5. Pleace for informal conversation with friends, such as a student lounge.					
	2.87	12	22	33	33
6. Monitoring of halls, bathrooms, lunchrooms, by volunteers—adults.					
	2.79	16	24	27	34
7. Regular supply of paper in bathroom.					
	3.22	7	16	26	52
8. Encouragement for students to report violations.					
	2.67	14	30	32	24
9. Better transition from sixth to seventh grade—e.g. orientation, buddy system.					
	2.45	17	37	27	18
10. Sense of student community for 7th and 8th graders as distinct part of the school.					
	2.42	17	40	27	16
11. Assemblies that focus on problems in R J-S High School.					
	3.11	7	17	36	41
12. Assemblies that build pride in R J-S High School.					
	3.25	4	14	35	47

	Mean	No Importance	Some Importance	Important	Very Important
13. Assemblies that introduce important outside issues or personalities to R. J-S HS.	2.91	% 9	% 23	% 37	% 31
14. Involving more students in athletic programs.	2.80	9	32	28	30
15. Involving more students in music program.	2.42	21	35	25	19
16. Involving more students in extra-curricular clubs such as chess club, dance club.	2.65	14	31	30	25
17. More social events, such as dances, talent shows.	3.13	5	17	37	41.
18. Talking with teachers outside of class or on issues of student concern.	2.79	12	23	39	25
19. Teachers prepared in their subject area or well-organized teachers.	3.15	5	17	34	43
20. More interesting class presentations.	3.25	5	15	35	47
21. Teacher help with problems—as homework or missed classes.	3.38	2	11	34	53

	Mean	No Importance	Some Importance	Important	Very Important
22. Advice from counselors on classes and class choices.	3.34	% 4	% 12	% 31	% 53
23. Advice from counselors on careers.	3.33	3	16	27	54
24. Advice from counselors on advanced educational opportunities.	3.35	3	13	31	53
25. Advice about personal life and personal decisions from counselors.	2.51	24	26	25	25
26. Better connection of individual courses for a student's academic program.	2.92	6	25	40	29
27. Preparation for standardized tests as PSAT, SAT, Iowa, etc.	3.50	3	8	26	64
28. After school programs.	2.95	8	25	41	30
29. Access to special equipment as typewriters, computers, advanced courses in electronics.	3.29	3	13	38	47
30. Principal as listener.	3.21	6	15	31	48
31. Principal as responsible for maintaining rules and order.	3.35	4	12	30	54

	Mean	No Importance	Some Importance	Important	Very Important
		%	%	%	%
32.	Parents involved in homework and active learning experiences as well as disciplines and scheduling problems.				
	2.75	14	27	30	29
33.	Adult volunteers, including parents, involved in extra-curricular activities.				
	2.45	17	37	29	16
34.	Patio—or does winter relieve that problem.				
	2.40	27	27	25	21
35.	Transportation-bussing.				
	3.18	8	19	22	52
36.	Room temperature adequate.				
	3.52	2	11	20	67
37.	Building kept clean.				
	3.59	3	5	21	71
38.	Favorable stories in press (news, sports).				
	2.85	10	27	30	32
39.	Student council, G.O. membership.				
	2.51	17	34	29	20
40.	Academic work as preparation for what I can become.				
	3.28	6	13	28	53
41.	School pride.				
	3.59	4	6	17	73

APPENDIX C
ROOSEVELT JUNIOR-SENIOR HIGH SCHOOL
MEAN RESPONSES FOR QUESTIONNAIRE

Q#1	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	24	70	49	51	194	%	12	36	25	26	100	2.65
G8	42	75	46	37	200	%	21	38	23	19	100	2.39
G9	47	105	37	28	217	%	22	48	17	13	100	2.21
G10	37	61	47	20	165	%	22	37	28	12	100	2.30
G11	29	67	52	18	166	%	17	40	31	11	100	2.36
G12	10	36	43	24	113	%	9	32	38	21	100	2.72
TOT.	189	414	274	178	1055	%	18	39	26	17	100	2.42

Q#2	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	49	44	46	33	172	%	28	26	27	19	100	2.37
G8	42	75	46	37	200	%	21	38	23	19	100	2.39
G9	46	65	56	55	222	%	21	29	25	25	100	2.54
G10	35	47	32	55	169	%	21	28	19	33	100	2.63
G11	26	59	51	32	168	%	15	35	30	19	100	2.53
G12	9	24	33	38	104	%	9	23	32	37	100	2.96
TOT.	207	314	264	250	1035	%	20	30	26	24	100	2.54

Q#3	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	5	21	27	118	171	%	3	12	16	69	100	3.51
G8	14	22	26	138	200	%	7	11	13	69	100	3.44
G9	14	22	43	138	217	%	6	10	20	64	100	3.41
G10	3	6	22	120	151	%	2	4	15	79	100	3.72
G11	2	2	34	125	163	%	1	1	21	77	100	3.73
G12	1	3	14	86	104	%	1	3	13	83	100	3.78
TOT.	39	76	166	725	1006	%	4	8	17	72	100	3.57

Q#4	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	7	37	62	76	182	%	4	20	34	42	100	3.14
G8	26	75	0	99	200	%	13	38	0	50	100	2.86
G9	7	24	95	89	215	%	3	11	44	41	100	3.24
G10	7	12	31	96	146	%	5	8	21	66	100	3.48
G11	3	22	64	78	167	%	2	13	38	47	100	3.30
G12	0	7	30	68	105	%	0	7	29	65	100	3.58
TOT.	50	177	282	506	1015	%	5	17	28	50	100	3.23

Q#5	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	15	37	72	63	187	%	8	20	39	34	100	2.98
G8	24	43	57	71	195	%	12	22	29	36	100	2.90
G9	24	43	81	71	219	%	11	20	37	32	100	2.91
G10	31	38	46	43	158	%	20	24	29	27	100	2.64
G11	23	50	51	41	165	%	14	30	31	25	100	2.67
G12	7	16	36	47	106	%	7	15	34	44	100	3.16
TOT.	124	227	343	336	1030	%	12	22	33	33	100	2.87

Q#6	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	44	39	38	57	178	%	25	22	21	32	100	2.61
G8	28	41	52	80	201	%	14	20	26	40	100	2.92
G9	28	41	63	85	217	%	13	19	29	39	100	2.94
G10	28	36	36	52	152	%	18	24	24	34	100	2.74
G11	17	55	41	49	162	%	10	34	25	30	100	2.75
G12	13	31	40	23	107	%	12	29	37	21	100	2.68
TOT.	158	243	270	346	1017	%	16	24	27	34	100	2.79

Q#7	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	22	23	32	116	193	%	11	12	17	60	100	3.25
G8	14	35	67	88	204	%	7	17	33	43	100	3.12
G9	14	63	62	85	224	%	6	28	28	38	100	2.97
G10	13	16	32	92	153	%	8	10	21	60	100	3.33
G11	6	26	51	84	167	%	4	16	31	50	100	3.28
G12	0	8	23	75	106	%	0	8	22	71	100	3.63
TOT.	69	171	267	540	1047	%	7	16	26	52	100	3.22

Q#8	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	34	44	53	53	184	%	18	24	29	29	100	2.68
G8	23	58	67	56	204	%	11	28	33	27	100	2.76
G9	23	62	75	56	216	%	11	29	35	26	100	2.76
G10	34	39	51	29	153	%	22	25	33	19	100	2.49
G11	18	73	47	28	166	%	11	44	28	17	100	2.51
G12	7	30	39	27	103	%	7	29	38	26	100	2.83
TOT.	139	306	332	249	1026	%	14	30	32	24	100	2.67

Q#9	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	26	58	60	39	183	%	14	32	33	21	100	2.61
G8	32	87	57	28	204	%	16	43	28	14	100	2.40
G9	46	90	48	36	220	%	21	41	22	16	100	2.34
G10	34	56	39	24	153	%	22	37	25	16	100	2.35
G11	27	59	50	30	166	%	16	36	30	18	100	2.50
G12	15	36	26	27	104	%	14	35	25	26	100	2.63
TOT.	180	386	280	184	1030	%	17	37	27	18	100	2.45

Q#10	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	23	53	51	42	169	%	14	31	30	25	100	2.66
G8	46	73	48	36	203	%	23	36	24	18	100	2.36
G9	37	90	63	28	218	%	17	41	29	13	100	2.38
G10	24	59	42	28	153	%	16	39	27	18	100	2.48
G11	32	71	47	13	163	%	20	44	29	8	100	2.25
G12	10	56	22	17	105	%	10	53	21	16	100	2.44
TOT.	172	402	273	164	1011	%	17	40	27	16	100	2.42

Q#11	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	17	27	52	68	164	%	10	16	32	41	100	3.04
G8	14	30	67	93	204	%	7	15	33	46	100	3.17
G9	14	40	72	95	221	%	6	18	33	43	100	3.12
G10	10	22	55	67	154	%	6	14	36	44	100	3.16
G11	11	30	70	50	161	%	7	19	43	31	100	2.99
G12	2	18	47	38	105	%	2	17	45	36	100	3.15
TOT.	68	167	363	411	1009	%	7	17	36	41	100	3.11

Q#12	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	11	38	51	74	174	%	6	22	29	43	100	3.08
G8	8	31	64	103	206	%	4	15	31	50	100	3.27
G9	8	31	75	103	217	%	4	14	35	47	100	3.26
G10	5	16	53	82	156	%	3	10	34	53	100	3.36
G11	6	19	70	66	161	%	4	12	43	41	100	3.22
G12	4	8	39	55	106	%	4	8	37	52	100	3.37
TOT.	42	143	352	483	1020	%	4	14	35	47	100	3.25

Q#13	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	25	36	57	65	183	%	14	20	31	36	100	2.89
G8	20	45	66	71	202	%	10	22	33	35	100	2.93
G9	20	45	83	71	219	%	9	21	38	32	100	2.94
G10	12	40	61	46	159	%	8	25	38	29	100	2.89
G11	7	56	63	39	165	%	4	34	38	24	100	2.81
G12	4	20	52	28	104	%	4	19	50	27	100	3.00
TOT.	88	242	382	320	1032	%	9	23	37	31	100	2.91

Q#14	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	11	43	50	76	180	%	6	24	28	42	100	3.06
G8	21	75	60	50	206	%	10	36	29	24	100	2.67
G9	24	75	60	62	221	%	11	34	27	28	100	2.72
G10	12	51	37	59	159	%	8	32	23	37	100	2.90
G11	19	56	58	33	166	%	11	34	35	20	100	2.63
G12	7	34	30	34	105	%	7	32	29	32	100	2.87
TOT.	94	334	295	314	1037	%	9	32	28	30	100	2.80

Q#15	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	39	54	44	39	176	%	22	31	25	22	100	2.47
G8	58	66	46	37	207	%	28	32	22	18	100	2.30
G9	56	71	51	42	220	%	25	32	23	19	100	2.36
G10	21	62	37	36	156	%	13	40	24	23	100	2.56
G11	32	77	40	15	164	%	20	47	24	9	100	2.23
G12	12	28	40	25	105	%	11	27	38	24	100	2.74
TOT.	218	358	258	194	1028	%	21	35	25	19	100	2.42

Q#16	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	29	38	42	56	165	%	18	23	25	34	100	2.76
G8	15	45	76	77	213	%	7	21	36	36	100	3.01
G9	56	63	59	42	220	%	25	29	27	19	100	2.40
G10	17	61	47	27	152	%	11	40	31	18	100	2.55
G11	20	75	52	19	166	%	12	45	31	11	100	2.42
G12	10	35	29	29	103	%	10	34	28	28	100	2.75
TOT.	147	317	305	250	1019	%	14	31	30	25	100	2.65

Q#17	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	8	31	61	81	181	%	4	17	34	45	100	3.19
G8	14	43	74	75	206	%	7	21	36	36	100	3.02
G9	17	42	77	81	217	%	8	19	35	37	100	3.02
G10	6	25	53	74	158	%	4	16	34	47	100	3.23
G11	4	25	77	59	165	%	2	15	47	36	100	3.16
G12	5	11	39	50	105	%	5	10	37	48	100	3.28
TOT.	54	177	381	420	1032	%	5	17	37	41	100	3.13

Q#18	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	22	46	63	43	174	%	13	26	36	25	100	2.73
G8	37	30	86	54	207	%	18	14	42	26	100	2.76
G9	25	51	86	54	216	%	12	24	40	25	100	2.78
G10	14	38	52	52	156	%	9	24	33	33	100	2.91
G11	20	52	64	30	166	%	12	31	39	18	100	2.63
G12	4	20	53	28	105	%	4	19	50	27	100	3.00
TOT.	122	237	404	261	1024	%	12	23	39	25	100	2.79

Q#19	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	14	33	60	82	189	%	7	17	32	43	100	3.11
G8	9	35	76	86	206	%	4	17	37	42	100	3.16
G9	9	43	84	84	220	%	4	20	38	38	100	3.10
G10	10	26	39	76	151	%	7	17	26	50	100	3.20
G11	9	29	58	69	165	%	5	18	35	42	100	3.13
G12	4	11	40	50	105	%	4	10	38	48	100	3.30
TOT.	55	177	357	447	1036	%	5	17	34	43	100	3.15

Q#20	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	3	25	53	100	181	%	2	14	29	55	100	3.38
G8	9	27	74	95	205	%	4	13	36	46	100	3.24
G9	9	27	90	95	221	%	4	12	41	43	100	3.23
G10	3	25	45	84	157	%	2	16	29	54	100	3.34
G11.	7	41	64	53	165	%	4	25	39	32	100	2.99
G12	2	10	38	55	105	%	2	10	36	52	100	3.39
TOT.	33	155	364	482	1034	%	3	15	35	47	100	3.25

Q#21	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	8	23	58	89	178	%	4	13	33	50	100	3.28
G8	3	22	74	112	211	%	1	10	35	53	100	3.40
G9	3	25	77	113	218	%	1	11	35	52	100	3.38
G10	2	8	57	92	159	%	1	5	36	58	100	3.50
G11	4	21	50	89	164	%	2	13	30	54	100	3.37
G12	4	11	35	54	104	%	4	11	34	52	100	3.34
TOT.	24	110	351	549	1034	%	2	11	34	53	100	3.38

Q#22	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	7	39	66	76	188	%	4	21	35	40	100	3.12
G8	7	24	60	122	213	%	3	11	28	57	100	3.39
G9	7	27	80	106	220	%	3	12	36	48	100	3.30
G10	9	12	40	95	156	%	6	8	26	61	100	3.42
G11	6	23	45	91	165	%	4	14	27	55	100	3.34
G12	2	4	32	67	105	%	2	4	30	64	100	3.56
TOT.	38	129	323	557	1047	%	4	12	31	53	100	3.34

Q#23	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	13	104	50	59	226	%	6	46	22	26	100	2.69
G8	2	19	61	123	205	%	1	9	30	60	100	3.49
G9	2	20	66	132	220	%	1	9	30	60	100	3.49
G10	2	12	32	109	155	%	1	8	21	70	100	3.60
G11	6	13	50	97	166	%	4	8	30	58	100	3.43
G12	3	5	31	65	104	%	3	5	30	63	100	3.52
TOT.	28	173	290	585	1076	%	3	16	27	54	100	3.33

Q#24	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	10	53	66	62	191	%	5	28	35	32	100	2.94
G8	5	29	65	108	207	%	2	14	31	52	100	3.33
G9	5	24	78	113	220	%	2	11	35	51	100	3.36
G10	1	12	44	102	159	%	1	8	28	64	100	3.55
G11	6	13	50	97	166	%	4	8	30	58	100	3.43
G12	1	6	24	73	104	%	1	6	23	70	100	3.63
TOT.	28	137	327	535	1047	%	3	13	31	53	100	3.35

Q#25	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	57	48	39	35	179	%	32	27	22	20	100	2.29
G8	52	57	46	55	210	%	25	27	22	26	100	2.50
G9	54	55	51	60	220	%	25	25	23	27	100	2.55
G10	31	44	44	36	155	%	20	28	28	23	100	2.55
G11	35	42	49	41	167	%	21	25	29	25	100	2.57
G12	15	28	34	27	104	%	14	27	33	26	100	2.70
TOT.	244	274	263	254	1035	%	24	26	25	25	100	2.51

Q#26	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	17	68	69	23	177	%	10	38	39	13	100	2.55
G8	15	55	82	54	206	%	7	27	40	26	100	2.85
G9	15	51	100	54	220	%	7	23	45	25	100	2.88
G10	4	28	55	65	152	%	3	18	36	43	100	3.19
G11	9	41	68	49	167	%	5	25	41	29	100	2.94
G12	3	10	42	52	107	%	3	9	39	49	100	3.34
TOT.	63	253	416	297	1029	%	6	25	40	29	100	2.92

Q#27	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	2	20	58	91	171	%	1	12	34	53	100	3.39
G8	9	17	56	125	207	%	4	8	27	60	100	3.43
G9	9	17	65	129	220	%	4	8	30	59	100	3.43
G10	4	7	32	126	169	%	2	4	19	75	100	3.66
G11	3	11	41	110	165	%	2	7	25	67	100	3.56
G12	1	8	18	77	104	%	1	8	17	74	100	3.64
TOT.	28	80	270	658	1036	%	3	8	26	64	100	3.50

Q#28	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	11	59	61	47	178	%	6	33	34	26	100	2.81
G8	9	48	85	94	236	%	4	20	36	40	100	3.12
G9	14	53	90	63	220	%	6	24	41	29	100	2.92
G10	2	42	66	48	158	%	1	27	42	30	100	3.01
G11	10	38	82	37	167	%	6	23	49	22	100	2.87
G12	8	22	47	28	105	%	8	21	45	27	100	2.90
TOT.	54	262	431	317	1064	%	5	25	41	30	100	2.95

Q#29	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	3	12	33	115	163	%	2	7	20	71	100	3.60
G8	7	31	68	59	165	%	4	19	41	36	100	3.08
G9	12	36	95	77	220	%	5	16	43	35	100	3.08
G10	2	10	58	89	159	%	1	6	36	56	100	3.47
G11	2	22	72	70	166	%	1	13	43	42	100	3.27
G12	1	12	42	50	105	%	1	11	40	48	100	3.34
TOT.	27	123	368	460	978	%	3	13	38	47	100	3.29

Q#30	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	8	27	48	92	175	%	5	15	27	53	100	3.28
G8	18	30	62	95	205	%	9	15	30	46	100	3.14
G9	23	35	69	90	217	%	11	16	32	41	100	3.04
G10	5	25	44	91	165	%	3	15	27	55	100	3.34
G11	9	22	59	76	166	%	5	13	36	46	100	3.22
G12	4	11	38	52	105	%	4	10	36	50	100	3.31
TOT.	67	150	320	496	1033	%	6	15	31	48	100	3.21

Q#31	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	3	28	42	104	177	%	2	16	24	59	100	3.40
G8	8	20	61	116	205	%	4	10	30	57	100	3.39
G9	10	22	68	120	220	%	5	10	31	55	100	3.35
G10	4	16	57	87	164	%	2	10	35	53	100	3.38
G11	9	29	48	80	166	%	5	17	29	48	100	3.20
G12	4	10	39	52	105	%	4	10	37	50	100	3.32
TOT.	38	125	315	559	1037	%	4	12	30	54	100	3.35

Q#32	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	20	40	54	60	174	%	11	23	31	34	100	2.89
G8	33	61	56	56	206	%	16	30	27	27	100	2.66
G9	35	64	60	58	217	%	16	29	28	27	100	2.65
G10	10	41	48	58	157	%	6	26	31	37	100	2.98
G11	28	46	49	39	162	%	17	28	30	24	100	2.61
G12	13	25	42	25	105	%	12	24	40	24	100	2.75
TOT.	139	277	309	296	1021	%	14	27	30	29	100	2.75

Q#33	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	22	71	49	31	173	%	13	41	28	18	100	2.51
G8	33	77	61	35	206	%	16	37	30	17	100	2.48
G9	35	78	69	37	219	%	16	36	32	17	100	2.49
G10	23	59	44	34	160	%	14	37	28	21	100	2.56
G11	42	60	44	17	163	%	26	37	27	10	100	2.22
G12	23	36	30	15	104	%	22	35	29	14	100	2.36
TOT.	178	381	297	169	1025	%	17	37	29	16	100	2.45

Q#34	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	73	30	35	20	158	%	46	19	22	13	100	2.01
G8	47	57	56	49	209	%	22	27	27	23	100	2.51
G9	49	59	59	51	218	%	22	27	27	23	100	2.51
G10	46	38	37	43	164	%	28	23	23	26	100	2.47
G11	43	60	39	21	163	%	26	37	24	13	100	2.23
G12	17	30	31	27	105	%	16	29	30	26	100	2.65
TOT.	275	274	257	211	1017	%	27	27	25	21	100	2.40

Q#35	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	19	25	24	114	182	%	10	14	13	63	100	3.28
G8	11	28	36	132	207	%	5	14	17	64	100	3.40
G9	14	66	79	58	217	%	6	30	36	27	100	2.83
G10	7	22	33	97	159	%	4	14	21	61	100	3.38
G11	17	35	29	85	166	%	10	21	17	51	100	3.10
G12	12	16	27	50	105	%	11	15	26	48	100	3.10
TOT.	80	192	228	536	1036	%	8	19	22	52	100	3.18

Q#36	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	5	5	37	130	177	%	3	3	21	73	100	3.65
G8	1	29	39	137	206	%	0	14	19	67	100	3.51
G9	6	34	44	131	215	%	3	16	20	61	100	3.40
G10	4	11	29	112	156	%	3	7	19	72	100	3.60
G11	3	26	31	101	161	%	2	16	19	63	100	3.43
G12	4	2	22	76	104	%	4	2	21	73	100	3.63
TOT.	23	107	202	687	1019	%	2	11	20	67	100	3.52

Q#37	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	4	9	43	108	164	%	2	5	26	66	100	3.55
G8	7	12	31	158	208	%	3	6	15	76	100	3.63
G9	7	14	33	166	220	%	3	6	15	75	100	3.63
G10	4	8	30	114	156	%	3	5	19	73	100	3.63
G11	5	12	46	101	164	%	3	7	28	62	100	3.48
G12	3	0	31	71	105	%	3	0	30	68	100	3.62
TOT.	30	55	214	718	1017	%	3	5	21	71	100	3.59

Q#38	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	12	47	54	40	153	%	8	31	35	26	100	2.80
G8	25	52	57	72	206	%	12	25	28	35	100	2.85
G9	30	57	64	68	219	%	14	26	29	31	100	2.78
G10	12	39	49	56	156	%	8	25	31	36	100	2.96
G11	13	52	49	46	160	%	8	33	31	29	100	2.80
G12	9	23	30	42	104	%	9	22	29	40	100	3.01
TOT.	101	270	303	324	998	%	10	27	30	32	100	2.85

Q#39	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	36	62	49	28	175	%	21	35	28	16	100	2.39
G8	43	74	59	32	208	%	21	36	28	15	100	2.38
G9	50	70	61	39	220	%	23	32	28	18	100	2.40
G10	18	58	45	35	156	%	12	37	29	22	100	2.62
G11	18	52	50	43	163	%	11	32	31	26	100	2.72
G12	12	35	32	26	105	%	11	33	30	25	100	2.69
TOT.	177	351	296	203	1027	%	17	34	29	20	100	2.51

Q#40	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	5	23	66	80	174	%	3	13	38	46	100	3.27
G8	22	30	52	103	207	%	11	14	25	50	100	3.14
G9	27	35	57	99	218	%	12	16	26	45	100	3.05
G10	3	13	38	100	154	%	2	8	25	65	100	3.53
G11	3	17	44	100	164	%	2	10	27	61	100	3.47
G12	1	14	27	63	105	%	1	13	26	60	100	3.45
TOT.	61	132	284	545	1022	%	6	13	28	53	100	3.28

Q#41	NO	SOME	IMP.	VERY	TOT.		NO	SOME	IMP.	VERY	TOT.	MEAN
G7	5	17	33	111	166	%	3	10	20	67	100	3.51
G8	7	8	27	164	206	%	3	4	13	80	100	3.69
G9	9	10	29	170	218	%	4	5	13	78	100	3.65
G10	6	10	22	116	154	%	4	6	14	75	100	3.61
G11	8	12	38	107	165	%	5	7	23	65	100	3.48
G12	3	7	20	75	105	%	3	7	19	71	100	3.59
TOT.	38	64	169	743	1014	%	4	6	17	73	100	3.59

APPENDIX D
COMMUNICATION REGARDING QUESTIONNAIRE RESPONSES

To: All Administrators and Administrative Supervisors

From: Mr. P. M. Smith Phillip Smith

Date: March 23, 1983

You are aware of our goal to get students involved in developing a strong sense of pride with regard to a clean, safe and orderly academic environment. Students in grades 7 through 12 have responded to a 41 item questionnaire and the results of what they consider very important in achieving our goal are as follows:

Item No.	Statement
37	Building kept clean.
3	Direct penalties for students taking property, vandalism, and harassment intimidation.
41	School pride.
27	Preparation for standardized tests as PSAT, SAT, Iowa, etc.
36	Room temperature adequate.
21	Teacher help with problems-- as homework or missed classes.
29	Access to special equipment in typewriters, computers, advanced courses in electronics.
40	Academic work as preparation for what I can become.
23	Advice from counselors on careers.
24	Advice from counselors on advanced educational opportunities.
31	Principal as responsible for maintaining rules and order.
35	Transportation --busing for a small area.

Item No.	Statement
22	Advice from counselors on advanced educational opportunities.
4	Recognition of academic achievement.
12	Assemblies that build pride in Roosevelt Junior-Senior High School.
20	More interesting class presentations.
30	Principal as listener

I have distributed these results to all staff members and discussed them in our faculty meeting of January 26th. I am making every effort to keep alive the interests and the willingness of staff and student body to cooperate by involving as many staff members and students as possible in discussions, special assemblies, meetings, etc.

As you conduct your departmental meetings and start your discussions on developing next year's master schedule, please consider in your discussions more specifically items # 37, 27, 21, 29 and 4. I know that you are discussing these and many other necessary items that will contribute to the students' achievement and success. I am pleased that students were able to respond to our questionnaire and give us an opportunity to involve them in many of those things that we also deem important.

APPENDIX E
INDIVIDUAL TAP SCORES

READING COMPREHENSION			MATHEMATICS			WRITING		
PRE-TEST 10/84	POST-TEST 5/85	CHANGE	PRE-TEST 10/84	POST-TEST 5/85	CHANGE	PRE-TEST 10/84	POST-TEST 5/85	CHANGE
10.0	9.7	-.3	7.8	8.0	+.2	8.0	13.4	+5.4
6.1	4.7	-1.4	5.0	9.3	+4.3	4.6	4.9	+ .3
8.2	9.4	+1.2	7.3	7.5	+ .2	5.4	8.7	+3.3
4.2	8.4	+4.2	6.1	8.2	+2.1	6.4	5.6	- .8
5.6	7.4	+1.8	6.1	6.8	+ .7	6.1	7.4	+1.3
3.7	4.9	+1.2	4.8	6.3	+1.3	4.2	5.4	+1.2
4.7	7.5	+2.8	7.5	7.5	0	4.4	9.4	+5.0
6.1	7.0	+ .9	9.3	8.1	- .7	6.2	10.4	+4.2
5.0	7.4	+2.4	8.3	6.6	-1.7	5.6	6.5	+ .9
4.6	6.9	+2.3	6.7	7.2	+ .5	4.4	4.2	- .2
4.4	11.0	+6.6	7.7	8.9	+1.2	4.0	9.5	+5.5
11.3	14.7	+3.4	8.6	13.7	+5.1	10.3	11.6	+1.3
7.1	7.2	+ .1	10.1	7.5	-2.6	6.2	7.1	+ .9
6.2	6.8	+ .6	6.2	6.9	+ .7	6.2	7.9	+1.7
3.8	6.6	+2.8	6.1	8.9	+2.8	4.2	7.1	+2.9
6.2	7.2	+1.0	6.2	5.7	- .5	6.6	7.2	+ .6
8.9	10.1	+1.2	9.7	7.5	-2.2	9.2	7.9	-1.3
5.0	5.9	+ .9	5.9	7.8	+1.9	5.7	7.1	+1.4
3.4	4.9	+1.5	6.3	7.1	+ .8	5.1	6.7	+1.6
4.5	5.6	+1.1	8.0	6.1	-1.9	5.1	6.1	+1.0
6.9	8.6	+1.7	8.0	7.3	- .7	3.8	6.7	+2.9
5.1	5.1	0	4.7	5.3	+ .6	6.1	4.0	-2.1
6.7	6.1	- .6	5.6	6.8	+1.2	3.8	6.7	+2.9
5.4	6.7	+1.3	6.1	6.3	+ .2	5.6	5.6	0
4.9	6.1	+1.2	6.1	6.3	+ .2	6.1	4.4	-1.7
3.7	7.2	+3.5	6.1	5.0	-1.1	3.2	7.0	+3.8
4.7	6.4	+1.7	6.8	7.3	+ .5	4.6	7.3	+2.7
6.4	5.6	- .8	6.1	5.6	- .5	4.2	3.5	- .7
5.4	5.6	+ .2	5.3	5.0	- .3	6.4	5.4	-1.0
3.3	7.2	+3.9	6.1	9.3	+3.2	4.4	9.8	+5.4
5.9	7.5	+1.6	7.1	10.0	+2.9	5.1	8.0	+2.9
4.5	7.2	+2.7	5.8	6.1	+ .3	5.1	7.6	+2.5
5.6	6.7	+1.1	6.6	7.1	+ .5	4.9	6.1	+1.2
4.2	7.2	+3.0	6.1	6.6	+ .5	4.2	5.6	+1.4
4.6	5.1	+ .5	4.5	5.8	+1.3	2.0	2.6	+ .6
3.4	5.1	+1.7	5.0	6.1	+1.1	4.6	5.6	+1.0
4.7	6.7	+2.0	4.2	7.1	+3.9	4.2	6.5	+2.3
4.7	6.7	+2.0	4.0	8.2	+4.2	7.0	5.9	-1.1
4.2	8.9	+4.7	4.8	9.6	+4.8	4.9	4.9	0

APPENDIX F
STUDENT VOLUNTEERS SERVICE PROGRAM
COMMUNICATION

Roosevelt Union Free School District

ADMINISTRATIVE OFFICES
240 DENTON PLACE
ROOSEVELT, NEW YORK 11575
(516) 378-8220

Phillip Smith, Principal
Roosevelt Jr. Sr. High School

Board of Education

Frances E. Goodson, President
Marion Moore, Vice President
Clarke W. Baldwin
Robert M. Lawrence
Irene G. Lloyd

Ulysses Byas, Ed.D.
Superintendent of Schools

To: All Homeroom Teachers

From: Mr. P. Smith Phillip Smith, Pr

Date: April 15, 1985

Re: STUDENT VOLUNTEERS - SCHOOL IMPROVEMENT PROGRAMS

Please read and discuss:

We are continuing our efforts to involve as many students and staff as possible in programs of improvement. It has been our belief that a clean, safe and orderly academic environment enhances student success. We also believe that when students are permitted to take the initiative to involve themselves in the governance of the school, their participation contributes to an orderly climate and student achievement.

Some students have already volunteered and are working with Mrs. Fleming, Administrative Supervisor, and Mrs. Towler, Lunch Room Monitor, to improve conditions during the five lunch periods. These students have expressed concern for a clean and pleasant lunch room environment and are also helping to develop a system for taking attendance during lunch periods. For their efforts these students have been given the privilege of having music during lunch periods.

Other students have been working with Mr. Taylor, Administrative Supervisor, to clean graffitti off the walls. Still other students have expressed their concern about participating in improvement programs. While some students are actively involved, there is a need for more students to participate. If you are interested, the following committees need volunteers.

1. Graffitti
2. Special Events (Assemblies, Dances, etc.)
3. Curriculum (New Courses, Programs, etc.)
4. Computerized Attendance
5. Bathroom and Hall Monitors
6. Any other areas of concern you may have.

A letter commending each student who participates in these improvement programs will be sent to the parents of the student. A copy of this letter will be placed in the student's personal folder in the guidance office. Each student will receive a certificate of merit and at the end of the school year will receive a service pin from the principal.

-over-

If you want to participate in an improvement program, please give your name to the Homeroom teacher and indicate the area in which you would like to participate.

PS:1b

PS: Home Room Teachers

Please return the names of students to my secretary, Miss Bogowski.

APPENDIX G
STUDENT COMMENDATION

Roosevelt Union Free School District
ADMINISTRATIVE OFFICES
240 DENTON PLACE
ROOSEVELT, NEW YORK 11575
(516) 378-8220

Phillip Smith, Principal
Roosevelt Jr.-Sr. High School

Board of Education
Frances E. Goodson, President
Marion Moore, Vice President
Clarke W. Baldwin
Robert M. Lawrence
Irene G. Lloyd

Ulysses Byas, Ed.D.
Superintendent of Schools

April 24, 1985

Mr. & Mrs. Alan Collins
15 E. Greenwich Avenue
Roosevelt, Ny 11575

Commendation for
Anthony Collins

Dear Mr. & Mrs. Collins:

It has been our belief that a clean, safe and orderly academic environment is necessary for the students' success in the school. We also believe that when students are permitted to take the initiative to involve themselves in the governance of the school, their participation contributes to an orderly climate and student achievement.

We are all aware that when we bring 1600 students together that from time to time problems will surely arise. Many times a lot of energy and attention is focused on the problems, and the many positive things that are happening in our school does not receive the proper attention. Part of our efforts are to accentuate the accomplishments and positives, while at the same time we work to improve those problem areas.

For your sons' expressed concern for an orderly academic environment, this letter comes to you to let you know that he is to be commended for volunteering his services in helping to remove graffitti from areas throughout the school. His efforts have improved conditions within the school.

A copy of this letter to you commending your sons' participation in improving our school will be placed in his permanent folder. He will also receive a certificate of merit, and at the end of the school year be a recipient of a service pin which will be presented by the Principal.

We would like to thank Anthony at this time for his assistance in improving our school and encourage him to keep up the good work.

Sincerely yours,

Phillip M. Smith
Principal

cc. File

APPENDIX H
LUNCHROOM PROGRAM COMMUNICATION

Roosevelt Union Free School District

ADMINISTRATIVE OFFICES
240 DENTON PLACE
ROOSEVELT, NEW YORK 11575
(516) 378-8220

Phillip Smith, Principal
Roosevelt Jr. Sr. High School

Board of Education

Frances E. Goodson, President
Marion Moore, Vice President
Clarke W. Baldwin
Robert M. Lawrence
Irene G. Lloyd

Ulysses Byas, Ed.D.
Superintendent of Schools

To: All Administrators and
Administrative Supervisors

From: Mr. P. Smith *Phillip Smith*

Date: September 25, 1984

Re: LUNCH ROOM PROBLEMS

Historically lunch rooms are a major source of concern in most schools. Despite the assignment of two teachers and from one to two lunch room monitors to the lunch room, major problems still exist in our lunch rooms, periods three through seven.

Problems such as:

1. Untidy conditions - students not cleaning up.
2. Food fights.
3. Students who are assigned to study halls and other classes hanging out in the lunch room and cutting classes.

I am presently contemplating development of a method for attendance taking for each lunch period. The following administrators are assigned to monitor the lunch room problems and to develop an attendance taking procedure for the lunch rooms.

Jr. High Lunch Room	Sr. High Lunch Room
Chairperson-Mr. H. Palmore	Chairperson-Mr. R. Taylor
Mr. M. Galli	Mr. D. Blank
Mrs. M. Fleming	Mrs. L. Cohn
	Dr. R. Nelson

I am asking that the chairpersons meet with the members of the committee and those teachers and monitors who are assigned to their respective lunch rooms and develop an attendance accountability system that will be compatible with our expected computerized program. Please provide me with a written attendance taking procedure no later than October 2nd.

PS:lb

APPENDIX I
STUDENT RCT RESULTS

MATH RCT RESULTS June 1986

Grade	Number who took the exam	Number Passed	Number Failed	Percent Passed
9	146	80	66	55
10	34	25	9	74
11	17	12	5	71
12	4	4	0	100
SWAS	14	3	11	21
Totals	215	124	91	58

Recent MATH RCT RESULTS

Year	Total Number Who Took The Exam	Number Passed	Percent Passed
Jan., 1982	276	140	51
June, 1982	302	150	50
Jan., 1983	227	90	40
June, 1983	292	160	55
Jan., 1984	154	78	51
June, 1984	239	82	34
Aug., 1984	21	15	71
Jan., 1985	179	105	59
June, 1985	300	153	51 *
Aug., 1985	13	4	31
Jan., 1986	149	86	58
June, 1986	215	124	58 *

* The result of this June's Math RCT scores show a 7% increase in the number of passing papers over the results of June, 1985.

AP Courses 1982-1985

Course(s)	Teacher(s)	Certified	no. enrolled	no. tested	% tested	no. failed	% failed	no. passed	% passed
				1982-83					
English Lit.	Laughran	yes	21	7	33%	7	100%	0	0%
				1983-84					
English Lit.	Laughran	yes	17	5	29%	4	80%	1	20%
Amer. History	Wolchok	yes	13	2	15%	1	50%	1	50%
Biology	Kreusch	yes	12	1	8%	1	100%	0	0%
				1984-85					
English Lit.	Ralph	attended 1 Workshop	11	7	63%	7	100%	0	0%
Biology	Kreusch	yes	10	6	60%	6	100%	0	0%

APPENDIX K
NATIONAL HONOR SOCIETY
COMMUNICATION

November 13, 1986

Mr. Phillip Smith, Principal
Roosevelt, Jr. Sr. High School
1 Wagner Avenue
Roosevelt, New York 11575

Dear Mr. Smith,

The members of the National Honor-Society are seeking your approval of our first school service project. We would like to provide a tutoring service here in the Junior-Senior High School. If approved, the program would be held in the library after school Tuesdays and Thurdays from 2:35p.m. to 3:30 p.m. Two Honor Society members would be present at each session to help students who request help. We would like to start our program on December 2, 1986. A record of those assisted each afternoon will be kept and the program will be evaluated on January 8.

I would like to make an appointment for Kim Smith, Vice-President and myself to meet with you to discuss the tutoring service project and any suggestions you might have. Kim and I will be free period 8 (1:40 to 2:25) or Wednesday after school. We are looking forward to meeting with you.

Sincerely

Ronda Morgan

Ronda Morgan, President

jh

APPENDIX L
"ALL-STARS" PROGRAM
COMMUNICATION

November, 1985

Dear Teachers of Junior High Students:

As you will agree, positive public recognition is vital for all. We, the Student Council, would like to sponsor a monthly "All-Star Program." With your help, we would like to bring the names of deserving students to the attention of the entire student body. The Program will include Certificates of Achievement to be awarded based upon your monthly recommendations.

Suggested is the following procedure for selecting candidates:

For each Junior High Class that you teach select two (2) candidates, One (1) for each category (A) and (B).

(A) Most Outstanding Student - nominee's over-all performance should be taken into account, include attitude, volunteerism, etc. not necessarily highest class average;

(B) Most Improved Student - nominee's over-all performance should be taken into account, include behavior and academics.

Please fill out the attached form by the 10th of each month and leave in M. Fallon's mailbox.

Once the Certificates of Achievement have been typed, would you kindly affix your signature and distribute during the appropriate periods.

If there are any concerns or comments you wish to share regarding the "All-Star Program" please feel free to contact us.

We thank you in advance.

Stacy Chang and Jacqueline Pippins

Stacy Chang

Jacqueline Pippins

(Co-Presidents)

Maureen Fallon

Maureen Fallon (Student Council Advisor

APPENDIX M
FACULTY HANDBOOK
COMMUNICATIONS

Roosevelt Union Free School District
Administrative Offices
240 Denton Place
Roosevelt, New York 11575
(516) 378-8220
Phillip Smith, Principal
Roosevelt Jr. Sr. High School

Board of Education
Robert M. Lawrence, President
Irene G. Lloyd, Vice President
Frances E. Goodson
Marion Moore
Clarke W. Baldwin

Ulysses Byas, Ed.D.
Superintendent of Schools

To: All Staff
From: Mr. P. Smith Phillip Smith
Date: November 12, 1985
Re: FACULTY HANDBOOK

Rules and regulations have been established for students reporting to school and class; referrals to in-school suspension, discipline room, the Dean's office, etc. Many times many staff members do not remember what the established procedures are for carrying out specific duties. We are in the process of developing a faculty hand book with regard to the above and others. We need staff volunteers to assist with developing this faculty hand book.

I will be willing to serve on a committee to review, revise and re-develop policy with regard to the above and the following. (Please circle committee you will serve on) Return sheet to Miss Bogowski.

Name _____ Committee

1. ATTENDANCE
   a. to school
   b. to class
   c. late to school
   d. late to class
2. DUTIES
   a. Hall
   b. Lunch
   c. Study
3. DETENTION
4. REFERRAL TO DEAN'S OFFICE
5. REFERRAL TO IN-SCHOOL SUSPENSION
6. DISCIPLINE ROOM
7. HOMEROOM DUTY
8. NEW ENTRANTS
9. TRANSFERS TO CLASSES
10. TRANSFER OUT OF DISTRICT
11. PASSES
14. OTHERS _____

PS:lb

The following is a list of the Faculty Handbook Chairpersons and the staff members who will be assisting them with reviewing, revising and/or developing school policy for the faculty handbook that is expected to be completed by mid February.

AREA OF RESPONSIBILITY	CHAIRPERSON	COMMITTEE MEMBERS
ATTENDANCE: A. TO SCHOOL B. TO CLASS C. LATE TO SCHOOL D. LATE TO CLASS	MRS. MARION FLEMING ASSISTANT CHAIRPERSON MR. NURLIN TARRANT	MISS KATHERINE SWORD MRS. CHRISTINA EVANS MISS JANET COLES MRS. CHARLOTTE ROSE
DUTIES: A. LUNCH,HALL, STUDY B. HOME ROOM	MR. THOMAS NEARY	MRS. BARBARA AHLERS MRS. BESSIE BRYANT MR. GEORGE MILLIGAN
DETENTION: REFERRAL TO: A. DEAN'S OFFICE B. IN-SCHOOL SUSPENSION C. DISCIPLINE ROOM	MR. KENNETH BROWN	MRS. CONSTANCE LIPSET MISS MAUREEN FALLON MR. MICHAEL GALLI
PASSES: TO AND FROM: A. CLASS B. LUNCH ROOM C. NURSES' OFFICE D. TELEPHONE E. LIBRARY F. LAVATORY G. LOCKER VISITORS PASSES	MRS. LUELLA COHN	MRS. VERNEZZER BEATTY MRS. CYNTHIA KING
TRANSFERS: A. NEW ENTRANTS B. TRANSFERS TO AND FROM CLASSES C. TRANSFER OUT OF DISTRICT	MR. ROY TAYLOR	MRS. CHRISTINA EVAMS MRS. LUELLA COHN

Roosevelt Union Free School District
Administrative Offices
240 Denton Place
Roosevelt, New York 11575
(516) 378-8220

Board of Education
Robert M. Lawrence, President
Irene G. Lloyd, Vice President
Frances E. Goodson
Marion Moore
Clarke W. Baldwin

Phillip Smith, Principal
Roosevelt Jr. Sr. High School

Ulysses Byas, Ed.D.
Superintendent of Schools

To: Faculty Handbook Committee Chairpersons

Mrs. Marion Fleming - Mr. Nurlin Tarrant
Mr. Thomas Neary
Mr. Kenneth Brown
Mrs. Luella Cohn
Mr. Roy Taylor

From: Mr. Phillip Smith Phillip Smith

Date: January 23, 1986

Re: FACULTY HANDBOOK

Please find enclosed a list of all faculty handbook committee members and chairpersons.

Please submit the final draft for the specific policy that you will be reviewing, revising and/or developing to my secretary on or before February 7th in a folder.

Please be concise and to the point in the writing of the final draft.

Enclosed are some written suggestions on both front and back pages. These suggestions have come from interested and concerned teachers. You might consider some of the concerns and suggestions when finalizing your particular section of the handbook.

PS:lb

APPENDIX N
FACULTY HANDBOOK INDEX

ROOSEVELT JR. SR. HIGH SCHOOL
Faculty Handbook
Index

APPENDIX O
SCHOOL DANCES

TO: Mr. Smith, Principal

FROM: Mr. Carroll, Senior Class Advisor J.M. Carroll

DATE: March 3, 1986

SUBJECT: Senior Sponsored Dance on February 28.

As Senior Class Advisor I wish to thank you for the support you have given to the senior class in its fund raising efforts. This is especially true in relation to your decision to permit grade sponsored dances.

As Principal you would have been proud of the behavior of the students at the dance on February 28. There were no incidents of any nature, such as quarrels or fights between students or destruction of property, to lessen the enjoyment the students had. Indeed, there was an absence of any type of tension among the students, so much so that Mr. Galli, Administrative Supervisor in charge, wisely made the decision not have the police present in the parking lot when the dance ended. Students left the dance and went home without any problems occurring in the parking lot area. Finally, for the first time that I can remember many parents, etc., drove into the parking lot to pick up students.

In summary, this particular dance shows that students can accept responsibility for their own behavior and have listened to the message you have preached to them: if students want to have dances, they must behave in a responsible manner. Many students recognize this, as they have commented to me that it was the best "party" they ever attended.

cc: Mr. Galli

APPENDIX P
CASH AWARD TO THE ROOSEVELT
JUNIOR-SENIOR HIGH SCHOOL

ENTERTAINMENT TONIGHT

Jack Reilly
Producer

June 13, 1985

Mr. Phillip Smith
Roosevelt High School
1 Wagner Avenue
Roosevelt, Long Island 11575

Dear Mr. Smith:

Earlier this year, "ENTERTAINMENT TONIGHT" named Eddie Murphy Person of the Year in Movies. The honor included a cash award of $5,000, to be donated to the school of his choice.

He designated that it be sent to your school. On behalf of "ENTERTAINMENT TONIGHT," a production of Paramount Television, I am pleased to enclose a check in the amount of $5,000 in Mr. Murphy's name.

Sincerely,

Jack Reilly

JR/rb

Encl.

5555 Melrose Avenue · Hollywood, California 90038 · (213) 468-4900

Boyer, E. L. (1983). High school: A report on secondary education in America (The Carnegie Foundation for the Advancement of Teaching). New York: Harper & Row.

Brookover, W. B. (1982). Creating effective schools. Holmes Beach, FL: Learning Publications.

Brookover, W. B. & Lezotte, L. W. (1979). Changes in schools: Characteristics coincident with change in student achievement. East Lansing, MI: Institute for Research on Teaching, Michigan State University.

Coleman, J. S. (1966). Equality of educational opportunity. Washington, DC: U. S. Government Printing Office.

Comer, J. P. (1980). School power: Implications of an intervention project. New York: Free Press.

Curran, T. J. (1983). Characteristics of the effective school: A starting point for self evaluation. NASSP Bulletin, 67(465), 71-73.

Edmonds, R. (1979). Effective Schools for the Urban Poor. Educational Leadership, 37,(1), 15-27.

Edmonds, R. (1982). Programs of School Improvement: An Overview, Educational Leadership, 40(3), 4-12.

Elmore, R. F. (1978). Making change happen. New York: Teachers College Press.

Evans, R. W. (1983). One States Approach: Ohio's Effective School Program, NASSP Bulletin, 67(465), 74-75.

Fennessey, J. & Ralph, J. H. (1983). Science or reform: Some questions about the effective school model. Phi Delta Kappan, 64(10), 689-694.

Fox, R. S. (1983). School Climate Improvement: A Challenge to the Administrator [A CFK Ltd. Occasional Paper]. Phi Delta Kappan.

Gentry, A. A., Jones, B. L., Peelle, C. C., Phillips, M., Woodbury, J. C., & Woodbury, R. L. (1972). Urban education: The hope factor. Philadelphia: Saunders.

Glatthorn, A. A. & Newberg, N. A. (1984). A team approach to instructional leadership. Educational Leadership, 41(5), 60-63.

Goodlad, J. I. (1984). A place called school. New York: McGraw-Hill.

Hager, J. L. (1983). Effective schools-effective principals: How to develop both. Educational Leadership, 40(5), 38-40.

Havelock, R. G. (1980). A guide in education. Ann Arbor: University of Michigan, Ann Arbor Institute of Social Research.

Heath, D. H., Humanizing schools: New directions, new decisions. NJ: Hayden.

Howard, E. R. (1978). School discipline desk book. West Nyack, NY: Parker.

Huling, L. L., Richardson, J. A., & Hord, S. M. (1983). Three projects show how university/school partnerships can improve effeciveness, NASSP Bulletin, 67(465), 83-87.

Jencks, C. (1972). Inequality: An assessment of the effect of family and schooling in America. New York: Basic Books.

Jones, B. L. (Ed.) (1983, January). A Report on Roosevelt Public Schools: Strengths and Potential Improvements. (Available from the School of Education, University of Massachusetts Amherst)

Jones, V. (1980). An administrator's guide to developing and evaluating a building descriptive program. Ann Arbor: University of Michigan.

Kelly, E. A. (1980). Improving school climate: Leadership techniques, [Special issue monograph]. NASSP Bulletin.

Kelly, E. A. (1981). Auditing school climate. Educational Leadership, 39(3), 180-183.

Leacock, E. B. (1961). Teaching and learning in city schools. New York: Basic Books.

Lezotte, L. W. (1984). School learning climate. Reston, VA: Instructional Leadership Handbook.

Lightfoot, S. L. (1983). The good high school: Portraits of character and culture. New York: Basic Books.

Lipsky, M. (1980). Street level bureaucracy: Dilemmas of the individual in public services. New York: Basic Books.

Macoby, M. (1981). The leader. New York: Simon & Schuster.

Morrison, J. L., & Renfro, W. L. (1983). Anticipating and managing change in educational organizations. Educational Leadership, 41(1), 50-54.

Phi Delta Kappa. (1980). Why do some urban schools succeed? The Phi Delta Kappa study of exceptional urban elementary schools. Bloominton, IN: Phi Delta Kappa.

Powell, A. G., Farrar, E., & Cohen, D. K. (1985). The shopping mall high school. Boston: Houghton Mifflin.

Purkey, S. C., & Smith, M. S. (1983). Effective schools: A review. The Elementary School Journal, 83(4), 427-452.

Ravitch, D. (1983). The troubled crusade. New York: Basic Books.

Rutter, M., Maughan, B., Mortimore, P., Ouston, J., & Smith, A. (1979). Fifteen thousand hours. Cambridge: Harvard University Press.

Sarason, S. B. (1982). The culture of the school and the problem of change. Boston: Allyn & Bacon.

Sergiovanni, T. J. (1984). Leadership and excellence in schooling, Educational Leadership, 41(5), 4-13.

Sewall, G. T. (1983). Necessary lessons: Decline and renewal in American schools. New York: Free Press.

Sleeter, C. E. (1982). Secondary education in the 80's: A review of the research. NASSP Bulletin, 66(456), 97-107.

Squires, D. A. (1980). Characteristics of effective schools: The importance of school processes. Philadelphia: Research for Better Schools.

Squires, D. A., Huitt, W. G., & Segars, J. K. (1981). Improving classrooms and schools: What's important. Educational Leadership, 39(3), 174-179.

Sweeney, J. (1982). Research synthesis on effective school leadership, Educational Leadership, 39(5), 346-352.

Weber, G. (1971). Inner city children can be taught to read: Four successful schools. Washington, DC: Council for Basic Education.